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VOLUME XV.—1869.

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# Illinois Teacher:

DEVOTED TO

Education, Science, and Free Schools.

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WM. M. BAKER,

S. H. WHITE,

EDITORS.

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## EDUCATION—ERRORS AS TO ITS NATURE.

BY PROF. W. H. YOUNG, OF OHIO UNIVERSITY.

THERE is much bad teaching, and hence faulty education, growing out of wrong ideas of the Nature of Education. Hence the need of coming to a true understanding on this point.

One teacher's whole thought and effort are given to imparting text-book knowledge. By repetition and review he would familiarize his pupils, in order and in detail, with every statement, fact, principle, and rule. He deems his work well done in proportion as this end is attained. By methods well suited thereto, skillfully and faithfully plied, his brighter pupils gain a truly wonderful readiness in all — even the minutiae — of the several school-studies.

This is counted high success in teaching. It is grave failure in educating. The teacher has mistaken the Nature of Education, and wasted his and the pupil's time and effort in something else. One may be full of text-book knowledge, and yet an uneducated man, just as his stomach may be loaded with choice and well-cooked food, with but little help to his muscle.

Another teacher is less bound to the book. He has, perhaps, a larger fund and readier use of learning. He cares but little for book-methods. *He goes out of the book*; but, with the same bent for laying up knowledge, he, too, is given to storing the mind with facts. His chief call is upon *Memory*: it is her storehouse he would fill: his methods must be *memoriter*.

Such a teacher may be learned, informed, ready, enthusiastic, a generous and skillful imparter of knowledge; but, mistaking the *Nature* of Education, he does not educate.

The knowledge in this case may be more general, more practical; but is also apt to be more crude and less systematized: one may be

full of it and little the better educated. The brain, like the stomach, may be overloaded, and, proving too weak to digest its burden, mental dyspepsia must follow.

Come to another school. Here you are struck with the air of *work* that prevails. Pupils are not simply drinking at the fountains of knowledge, or feeding at the stalls of information. *They are under severe drill.* It is not Memory waiting passively to be filled, or standing patiently, like the family pack-horse, while every member of the mental family shall heap his burden upon her. No, there is *work* for all—*hard work.* Each has his part, is *trained* to it, *drilled* in it: Perception, Conception, Comparison, Discrimination, Judgment, Reason, Imagination,—all kept hard at it. Power is the end: Drill is the means: Analysis—Phonetic, Orthographic, Arithmetic, Grammatic, etc,—is the instrument: Thought, earnest thought, hard thought, prolonged thought, is the condition. The whole idea is *Discipline*; but the result is not *Education.*

I shall surprise some by claiming the mistake here may be greater and graver than before. Forgetting that his pupils are children, and in the tender, growing state, and anticipating a leading end and the higher efforts of education in its primary means and earlier lessons, such a teacher *puts the work of a man upon a child.* The mistake, I say, is greater and worse than before—greater as an educational theory, and worse in its results. A child *may* be heartily fed without necessary hurt, though no special pains be taken to exercise his body; but habitually *overwork* him, and he is permanently harmed. A hundred fold less bodies than minds have been stunted, deformed, crippled and diseased by overwork. It may be less manifest to casual observers, but the true educator's eye sees it plainly and painfully.

Still another teacher, claiming that all high feeding of the mind on the nicely-sifted and sorted knowledges of the text-book, its over-feeding on the mixed food of general information, and its hard drill under the training-master, are all a kind of needless and hurtful *force-work*, and that the mind itself points out its true line of culture, puts himself to seeking out bents and aptitudes. These he would arouse and quicken to their highest action, and, on the plea of giving Genius her fullest play, would aim at their highest individual development, and so make the man in each case what God meant him for. Very plausible, to be sure, but how entirely wrong, as applied to the education of children, will plainly appear from the single thought that, however regularly and steadily the life-forces, whether of body, mind, or heart, may work in mature and ripening years, and, hence, however safely the mind and heart may be left to themselves in the higher departments of culture,—in childhood, when impulse, caprice and passion rule, no fixed purposes could be followed, or definite results attained, even if there were not hazard and harm at every step.

Now, while there is some truth in each of the above conceptions, all teaching based upon either of them, singly, must be faulty. Methods may be good, surroundings favorable, teachers ardent, skillful, faithful; their own conceptions may be realized: still, the education, from the nature of the case, must be imperfect. For, education, in general terms, is a sum made up from all of these; or, rather, a result wrought out of them all. To be perfect, it must be wrought by a master's hand, with the deepest science and highest art: a science that stops not short of perfect knowledge of mind, and an art and skill that can come only of long handling it. A more specific statement of what education is must rest on a clear setting-forth of the nature of mind — not so much what it is, as what are the conditions and laws of its development and growth.

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#### ANOTHER GRAMMATICAL PROBLEM SOLVED.

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IN this article we propose to say something of the construction after bid, dare, make, see, hear, feel, let, etc.

Grammarians are at variance concerning what is usually called the infinitive following these verbs. Quite a large class assert that, after the verbs above enumerated, the preposition to 'is properly omitted'. Another class affirm that the preposition to 'is understood'. How omitted? How understood? By ellipsis? If words are omitted by ellipsis, it is proper to supply them. Then it is correct to say Let me to go; I saw him to run. But some of these authors have put such expressions under the head of False Syntax, and say that it is improper in such cases to supply to. Whether the to is omitted by ellipsis or any other way, it matters not. Grammarians imply false syntax when they say to is 'omitted' or 'understood'. How ridiculous to understand a word that can not be used; that will make correct syntax into false syntax. And this is done for the purpose of parsing. Rather than make good sentences into bad sentences, it is better that the words should go unparsed. 'I saw him run'. Is not this a full and complete sentence? Is there any thing 'omitted'? Is there any thing to be 'supplied'?

Now, we assert, without the fear of successful contradiction, that such sentences as referred to above are perfect sentences. There is no to 'omitted', none to be supplied. And we came to the conclusion long ago, if the rules of grammar will not bend to the parsing of correct syntax, it is high time to make others that will better serve our purpose.

How, then, shall we dispose of sentences like the following: 'I saw him run'; 'Let me go'? For illustration, take the sentence 'I saw the horse run.' Now, what was seen? Evidently, the horse in motion. The running of the horse was seen as much as the horse. We again ask, What was seen? We answer, the horse run. 'The horse run' is a sentence, the object of 'saw'. 'Horse' is the subject of 'run'; and 'run' is the predicate of 'horse'. It was certainly the 'horse' that ran, and the word 'run' denotes the action of the 'horse'. In the same way I would dispose of 'him' and 'me' in the sentences 'I saw him run'; 'Let me go.'

But do not all grammarians make 'horse', 'him', 'me', etc., the subjects in such cases? Yea, verily. But their subjects are still objects. They have in mind, no doubt, the Latin rule, The subject of the Infinitive is put in the Accusative. Now let us see what is the force of this subject of the infinite. *Sentimus calere ignem*, we perceive that fire is hot. We see that 'ignem' has the force of a subject or nominative. 'Ignem' is in the accusative, because its ending so determines it. But English nouns do not change their endings, no matter what the case may be. Case really means a falling or ending, and can not properly be applied to English nouns. In our language we do not believe in case at all. We do not use the term. In the sentence 'I saw him run', him is certainly the subject of 'run', hence in the nominative case. In English, subject and nominative are synonyms, and authors of English grammars make no distinction between them.

But how harshly it falls upon the ear when we say 'him run', 'me go', etc. "Hear me for my cause, and be silent that you may hear." "If he love me, he will obey me." "Suffice that reason keep to nature's road." How it sounds when we say 'he love', 'reason keep'. But it is correct to say 'he love', 'reason keep', after certain conjunctions—if, though, unless, except, whether, lest, and some others. So we say it is correct to say 'him run', 'me go', after certain verbs—bid, dare, make, see, hear, feel, let, and some others. In the construction, both are correct; out of it, both are incorrect.

We do not deny that it was once correct to say 'I saw him to run', 'let me to go'. So it was correct to say 'I can to love', 'I might to walk', 'I should to write'. In these last examples, what would be thought of a teacher if he should insist upon supplying to after may, can, must, etc., and make the principal verb an infinitive? s.

FROM THE GERMAN.

---

SEE'ST thou, upon the Ocean strand,  
A pearl half-buried in the sand,  
    Oh, take it to thy breast straightway!  
Lest it, perchance, by the coming wave  
Be hurried down to a watery grave,  
    To see no more the light of day.

And if thou chance in life to meet  
A heart whose pulses warmly beat  
    Toward thee, turn not cold away!  
To-day it blooms, a beauteous flower;  
Soon, smit by frost's all-chilling power,  
    It shuts, and opes no more for aye.

J. C. P.

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INTELLECTUAL ARITHMETIC.

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THERE is no study in our common schools of such *vital* importance, and so *grossly* neglected, as this. All of us remember well where we first began to study 'the science of numbers', in that little book whose first lesson was to learn to count the stars in a certain triangular arrangement, where every side of the triangle contained ten; and how we studied, and counted our fingers to obtain correct answers to those progressive questions which followed.

But what succeeded this idiomatic discipline? As soon as we were able to tell how many times eight make sixty-four, we must have a slate and pencil, and another book whose rules and definitions were Greek and Latin to us, out of which to 'cipher' like our large brothers. The idea of a pupil's beginning to 'cipher' when he is so young that he must have his pencil tied to his slate for fear he will lose it, in my humble opinion, is ruinous to him, and should be tolerated by no sane teacher. If pupils should see no Practical arithmetic until they were thoroughly drilled in *Intellectual* arithmetic, and had become adepts in mental analysis, we should not see our seminaries and normal schools clogged with stumbling, blundering and brainless mathematicians.

The greatest obstacle to be overcome in teaching any advanced branch of mathematics is the almost universal dullness of pupils upon this particular subject. In Algebra and Trigonometry we have a wide field for mental culture; but so much neglected have been the pupil's analyzing powers, that, unless every part of an example is clearly eluci-



dated, even to its most minute multiplication or division, he is left in a hazy mist of doubt and conjecture as to the right or wrong of the teacher's work.

Now, I charge no blame upon the pupils, but upon their parents and teachers. Our common schools lay the foundations upon which our academies and colleges are to raise superstructures; and if they are not upon the rock of correct fundamental beginnings, how can it be expected that the building will be easily reared or ever established? Scholars have an idea that the sooner they are initiated into the mysteries of the slate and pencil, the better; and their parents are always ready to foster the inclination whenever they see it germinate. Now, it is an incontrovertible fact that a thorough course in mental arithmetic is the best preparation a pupil can have for the beginning of any other branch of mathematical science. By a thorough course of mental arithmetic I do not mean the mechanical, humdrum course of mental work gone through in our common schools, but something more varied and extensive; something in which not only the tyros could be interested, but also the most advanced in school.

In our common schools it has become a mark of inferiority to be studying mental arithmetic. How often do we see a fortunate—or rather unfortunate—little fellow, just graduated from the mental-arithmetic class, exulting over and taunting a knight of the homespun coat and jacket, who is a whole head taller than himself, just because he can not cipher, and use a slate and pencil! There is no common school in this state in which a mental-arithmetic class, embracing the whole school, would not be an immense benefit; and, saving the feelings of those who are dabbling in the mathematics and learned languages, it seems to me that not a little good might be done by a similar class even in our colleges. Some might be indignant and feel imposed upon, inasmuch as they did not go away to school to study mental arithmetic; but I will venture to say that, after a week's trial, they could easily be persuaded that the study, *proper*, was not any more for little *boys* and *girls* than for grown-up ones. It is unquestionably true that pupils properly trained in analyzing will make more intelligent and rapid progress in written arithmetic and algebra than those who have not had such mental discipline. It is the *duty* of every teacher to make himself master of mental as well as of written arithmetic, so that he will be able to develop and strengthen the thinking and reasoning powers of the pupil; and that teacher who is not thoroughly versed in mental analysis has no business *whatever* in the school-room. Such teachers make pupils mental misers, burying up the given talent in the earth of a deadened intellect, in stead of putting their thoughts out to usury in this busy world.

J. L.

DISTANCE OF THE EARTH FROM THE STARS, VIEWED IN  
ITS RELATION TO TIME.

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[We extract the following from an English Essay, 'The Stars and the Earth'. It will interest our readers because of its presentation of some of the familiar facts of Astronomy from a reverse stand-point. What is here taken is an introduction to some thoughts upon space, time, and eternity. Of the whole essay President Hill, late of Harvard University, says, "It is a book of sublime poetry; and it will be a happier day for all men when they have learned that, as poesy signifies creation, so is the creation poesy; and science causes the heart of its faithful student to sing a perpetual hymn of praise and joy."]

It is a well-known proposition that a luminous body arising at a certain distance can not be perceived in the very same instant of time in which it becomes luminous, but that a period of time, although infinitely short, exists whilst the light, our only medium of vision, passes through the space between the object and our eyes.

Thus light travels two hundred and thirteen thousand miles in a second; and, as the moon is two hundred and forty thousand miles distant, it follows that, when the first narrow streak of the moon emerges from the shadow of an eclipse, nearly a second and a quarter elapses before we see it; for the light takes this time to pass from the moon to our eyes. The moon, therefore, makes each of her changes a second and a quarter before it becomes visible to us.\*

The sun, ninety-five millions of miles distant, four hundred times farther than the moon, requires a period four hundred times longer than the moon (*i.e.*, four hundred times five quarters of a second) to send its light upon our earth. Hence, when any change takes place in the sun,—when, for instance, a solar spot creeps round the eastern limb,—about eight minutes elapse before the light reaches our eyes; and the spot remains visible to us eight minutes after it has passed behind the western limb.

The distance of the planet Jupiter from our earth, at the time when it is the greatest, is nearly six hundred and seventeen millions of miles. This is six times and a half as great as the distance of the sun, and therefore the light requires fifty-two minutes to penetrate from Jupiter to us. Lastly, Uranus runs his solitary course at a distance of eighteen hundred millions of miles from us: his light requires, therefore, twenty times as long a period to travel to us as that of the sun, *i.e.*, more than two hours; so that for two hours he has been past that point of his orbit in which we see him.

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\* We take no notice of the refraction of the light.

No planet has hitherto been discovered more distant than Uranus; but an infinite space exists beyond, separating our sun and its system of planets from the nearest fixed stars.†

The distance of the fixed stars from our earth was, until a very recent time, when the measurements of Struve and Bessel were crowned with such glittering results, a deep, inscrutable secret; but now we know that the nearest fixed star—namely, the brightest star in the constellation of Centaur—is about eighteen billions of miles distant. Its rays of light, therefore, penetrate to us in about three years; that is, the ray of light which meets our eyes from this star was not developed and emitted at the same moment, but three years ago.

Struve has calculated, with respect to the well-known bright star Vega, in the constellation of the Lyre, that its light consumes twelve years and one month in reaching the earth; and, according to the measurements of Harding and the inquiries of recent astronomers, the following numbers have been deduced as the average distance of the fixed stars from us.

A ray of light requires, before it reaches the earth, from a star of the

1st magnitude.....	3 to 12 years.	5th magnitude.....	66 years.
2d    "	.....20 years.	6th    "	..... 96   "
3d    "	.....30   "	7th    "	.....180   "
4th    "	.....45   "		

Moreover, Struve, from the dimensions of his telescope, and from the observation of the fact that a star of the twelfth magnitude seen through it has as much light as a star of the sixth magnitude seen with the naked eye, concludes that the distance of a star of the twelfth magnitude is forty-one times greater than that of one of the sixth magnitude; and, consequently, that the smallest of these stars visible to him is at a distance of twenty-three thousand billions of miles, and requires a period of time for the traveling of the light to the earth as great as four thousand years. That is, the ray of light from a star of the twelfth magnitude, which, we may mention, is only perceptible by means of a very good telescope, has, at the time it meets our eyes, already left the star four thousand years, and since that time has wandered on its own course, unconnected with its origin.

We have hitherto confined our considerations to our system of fixed stars; and we will not at present overstep this limit, although it would be easy, were we to enter into hypotheses, to multiply indefinitely these enormous proportions hitherto adduced.

According to a conjecture first made by the great Herschel, and afterward further developed and rendered intelligible by Mädler, this entire system of fixed stars forms, if we may use the expression, a single lens-shaped canopy. That is, we, with our sun, are situated nearly

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† Since this was written a planet has been discovered at nearly double the distance of Uranus from the sun.

in the middle of a space having the form of two watch-glasses placed with the concave surfaces toward each other. The surfaces of this canopy are studded tolerably equally with fixed stars. But as we are a thousand times nearer those situated above and below than those at the edges of this hollow lens, so the distances between the stars immediately above us seem greater, whilst the legions of those distributed at the edge are seen in densely-crowded masses. We may consider the Milky Way as the edge and furthestmost limit of this set of fixed stars, where the infinitely-distant crowds of stars are collected in such masses that their light flows together into a whitish cloud, and no longer permits us to isolate one star from another.

Beyond *this our lens*, Herschel and the most recent astronomers imagine that the spots of clouds which appear like oval flakes in the sky are other entirely distinct and independent systems, which float at such an immeasurable distance from us that the light has to wander millions of years in reaching us.

It is, however, as we before remarked, sufficient for our purpose to take into consideration only the stars of the twelfth magnitude, from which the light can travel to us in four thousand years. From what we have already said, viz., that the ray of light meeting our eye is not sent forth from the star at the same moment, but arrives here according to the corresponding and requisite number of seconds, minutes, or years, it follows that we do not see the star as it is, but as it was at the time when the ray of light was emitted.

Thus, we see the star in Centaur as it was three years ago, Vega as it was twelve years and one month ago, and so on to the star of the twelfth magnitude, which we look upon as it shone four thousand years ago. Hence follows the conclusion, which has frequently been made by astronomers, and which in its results has become popular, viz., that a star of the twelfth magnitude may have been extinguished or set four thousand years ago, whilst we, nevertheless, continue to see its light shining.

This conclusion, when applied to each of the former positions, gives the following results:

We do not see the moon as it is, but as it was a second and a quarter before; *i.e.*, the moon may already have been dispersed into atoms for more than a second, and we should still see it entire and perfect.

We do not see the sun as it now is, but as it was eight minutes before; Jupiter as it was fifty-two minutes, Uranus as it was more than two hours before; the star in Centaur as it was three years ago; Vega as it was nine and a quarter years, and a star of the twelfth magnitude as it was four thousand years ago.

These propositions are well known, and have already been published in popular works upon astronomy.

It is really marvelous that no body has thought of reversing them,

and of drawing the very remarkable and astonishing conclusions which pour upon us in a full stream from the converse; and it is our intention here to examine the converse, and the inferences which may thence be drawn.

The following is the relative view of the matter. As we have before remarked, we see the disc of the moon, not in the form in which it now is, but as it was five quarters of a second before the time of observation.

In exactly the same way, an imaginary observer in the moon would not see the earth as it was at the moment of observation, but as it was five quarters of a second before. An observer from the sun sees the earth as it was eight minutes before. From Uranus the time between the reality and the perception by the eye being two hours and a half apart,—if, for example, the summit of the Alps on a certain morning was illumined by the first ray of the sun at six o'clock, an observer in this planet, who was provided either with the requisite power of vision or a sufficiently good telescope, would see this indication of the rising of the sun at half-past eight of our time.

An observer in Centaur can, of course, never see the Northern hemisphere of the earth, because this constellation never rises above our horizon. But supposing it possible, and that an observer were standing in this star with such powerful vision as to be able to distinguish all particulars upon our little earth, shining but feebly luminous in its borrowed light, he would see in the year 1843 the public illuminations which in the year 1840 made the cities of our native country shine with the brightness of day during the darkness of night. An observer in Vega would see what happened with us twelve years ago; and so on, until an inhabitant of a star of the twelfth magnitude, if we imagine him with unlimited power of vision contemplating the earth, sees it as it was four thousand years ago, when Memphis was founded, and the patriarch Abraham wandered upon its surface.

In the immeasurably great number of fixed stars which are scattered about in the universe, floating in ether at a distance of between fifteen and twenty billions of miles from us, reckoning backward any given number of years, doubtless a star could be found which sees the past epochs of our earth as if existing now, or so nearly corresponding to the time that the observer need wait no long time to see its condition at the required moment.

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For every man there is a road to success, though it may be rough and hedged with prickly obstacles; the wounds he may get on the journey will be honorable scars if he go bravely forward: to retreat is to be a coward and a good-for-nothing in all things, from whom will fall away, as if in dismay, even the very shadow of prosperity.



## THE ELEMENTARY STUDY OF THE ENGLISH LANGUAGE.

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DISCUSSION AT THE MEETING OF THE AMERICAN INSTITUTE OF INSTRUCTION AT PITTSFIELD, MASSACHUSETTS.

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PROFESSOR S. S. GREENE, of Providence, commenced by saying there might be a wide difference of opinion as to the meaning of the term 'The elementary study'. If it meant merely the *acquisition* of the language, that was one thing; but if it meant, after a child had acquired language to some extent, how he shall proceed to *study* it, it is quite another thing. Suppose it were the question of the acquisition of the language, it could hardly be called a study.

A child begins to acquire the English language as he begins to acquire any language that he is called upon to speak, without any study, in the proper acceptation of that term. A child learns a language almost intuitively by imitation, because he feels a want of it; he is provoked to it, because he is stirred from within to use the language. And as he hears others use certain sounds by which they make known their thoughts and feelings, he imitates those sounds, and thus utters his thoughts and feelings, and makes known his wants or his pleasures. He uses the language very imperfectly; but he begins to acquire it. If he sees a thing that pleases him, and hears his mother call it by some name, he uses that name; and there is an acquisition of language. I should not call that a study of the language. It does not seem to me that it is the proper use of the word 'study'. Yet I am not sure that was not the intention of the propounder of the question; and that he did not intend to bring up the whole subject of the acquisition of the language.

I will suppose the child goes further in his acquisition of the language; and, as he becomes interested more and more in the objects that surround him, and as his feelings may prompt him, he learns other words, and learns to put them together. But his acquisitions will be entirely in accordance with the associations that surround him. He will use words as his father and mother use them, or as his brothers and sisters and playmates do; and he will put them together as they do. If he falls into the society of those who speak good English, pure, chaste and proper, he will grow up, he knows not how or why, a fine speaker of the English language. He will use choice words, and put them together correctly, and use the language with taste. Has he studied to do it? That is the question. It appears to me there is no study about it, more than there is of any thing that comes before him in nature. If another child happens to fall into the society of those who use the language incorrectly and improperly, he learns the language as they speak it. All his improprieties in the use of language

are derived from them. He has a want, and wishes to express it. His associates use improper expressions, and he uses the same, just as readily and freely as he would use the best expressions. He is not conscious of any impropriety.

Suppose he grows up in this way till he goes to school, and that these two children go to the same school—one using the language elegantly, chastely, and the other imperfectly. They have been taught in one respect alike, through their associates,—one, fortunately for him, well; the other, unfortunately, has acquired a bad habit of speaking, and the teacher must correct it. What shall the teacher do, under these circumstances, having pupils with all degrees of acquisition, from those who speak the language well or elegantly down to those who speak with great incorrectness? Is that the question we are to discuss? If so, then it is a fair question before the Institute,—what shall be done to root out the faulty expressions which children have unfortunately learned from their associates? What shall be done to promote the study of the language, and how shall children make progress in the use of language? If those are the questions, they are important ones to be discussed. I apprehend that the question should be, What shall the teacher do to instruct children who come to him with all the different methods of using the language? That is a vital question.

Shall the teacher put into the hands of these children a text-book? Shall they learn the definitions of nouns, adjectives, pronouns, etc.; and shall they learn the rules of grammar to correct the faulty use of language which they have acquired? To say that a noun is a name of an object, or give any other definition, will not meet the wants of the children, as I believe. When I was more familiar with schools than I am now, the teachers of primary schools, having children of from five to seven years of age, did not feel obliged to correct faulty expressions, but simply to teach the children to read and spell. And while they were reciting even, and using very bad language, it was all passed by.

It seems to me there is a fundamental error in elementary teaching, in respect to the English language. It is no matter how young the child is, no matter what his studies, no matter what he may be talking about; if he is conversing with a teacher and makes use of a faulty expression, he should be arrested at the moment, and corrected. It should be understood that the child has learned these incorrect expressions from his associates, that they have become a habit, and he uses them, he knows not why. When the teacher calls his attention, he is not aware of the faulty expression; and when the proper expression is given and he is required to use it, he will use it for the moment, but when the interior want of language to express his thoughts comes up, he will use the faulty expression again. It seems to me that the teacher should do as a teacher of the French language would do.

He leads the child to use a French phrase, because it is necessary to express the thought in a French combination of words. He is obliged, therefore, to give up the old expression and adopt a new one. It is of no consequence what the part of speech is: the expression is wrong, and should be corrected. For you to say that a verb is a word that signifies action does not help him at all. He has used a faulty expression, and you must teach him to use the correct expression in its place. The error is that primary teachers do not consider the language used by the children enough. They should be led to believe that they are held responsible for the language used by the children. If that were established as a principle of action with primary-school teachers, much of the error in the use of language would be rooted out before it is time to study technical grammar.

Every primary-school teacher should adopt this as a rule: that the faults of the children, in all their utterances, should be noticed. Whenever a faulty expression is used, the correct one should be given, and the child taught to use it; and this should be done every time the faulty expression is heard.

The teacher should take a high view of this matter, and do something more than simply correct such expressions as 'them books'; she should cultivate a taste for good language and a love of correct expressions. There is an opportunity now to cultivate the taste of children, to bring before them a variety of expressions and show which are in good taste, and which will express thoughts most forcibly.

But there is one fundamental idea connected with this subject, and it will be fruitless to try to do any thing unless the teacher proceeds on the principle that the thought must come first. The idea to be expressed must be one that the child has grasped fully. Of course, the teacher must enter the realm of the thoughts of a child, and he should be the guide as to the kind of thoughts to be presented. The child has certain wants, being accustomed to a certain class of objects around him, which furnish him with ideas that are passing through his mind day by day, and of which he thinks and dreams. When he utters these thoughts, his expressions are full of life; they denote something that is in his mind. Every teacher knows the difference between the language used when he wishes to express his own thoughts and that employed when he expresses the ideas found in a book. When reading from the book, the tone of the child will often indicate that he does not know what he is saying, as the words are not understood. When he passes to the expression of thoughts on subjects with which he is familiar, his language is full of life, and it is uttered with proper emphasis, and his whole manner shows that he is uttering what is within him. That is the kind of language which children should use, and which should be cultivated before it is proper to have any thing to do with grammar as found in a book.

Suppose a child is using thoughts in this way, and uttering them freely, it does not follow that he will utter them according to the custom of good speakers. What shall be done? I know no other way but to meet the errors as they come up, and root them out by a persevering hostility to every one of them. If necessary, let them be written out or printed on the blackboard, and let them be scouted till the child gets rid of them.

Then the child comes under two influences in regard to language: the influence of the school, and the influence of the home and of the street. Some times a child will show his school learning at home; but it is difficult to raise his feeling and sentiment high enough to lead him to abandon his home expressions and take those which he is taught at school. While a child is reciting, he may use the school expressions; but when he gets excited, and tells what the boys have been doing in the street, he will use again the improper expressions. Nothing can correct this but the cultivation of a desire to improve in the use of language, and to get rid of the faulty expressions.

This is study of the language in the commencement, by breaking away from faulty terms, and interesting the children in higher and better expressions. A child's language always comes in accordance with his wants. Increase the desire of a child for new words, and new words will come. In other words, stimulate him to higher wants and higher feelings, and you do much to encourage his proper use of language. When the language is demanded, you have an opportunity to come in and give the proper expression for the new thoughts. He who cultivates the thoughts of children will do most to cultivate their language. Their language will follow their thoughts, and continue to do so through life.

That suggests another thought, which is, to make the subject of language an indirect, but not a direct, subject of teaching and discipline; let it come in as the means of expressing thought. All that the teacher can do to lead his pupils to think, from the objects around, from their reading, or in any way, should be made the means of instructing them in the use of language. It is a great mistake not to lead children to think more, and by not suffering them to talk to us enough. Let them come and tell the little events that have happened in their plays; mark their language when they tell their stories; note the errors, and let them be brought up before them and the correction made; follow this process, and they will learn to use the language correctly, without any rules of grammar. Every teacher who is successful with children allows them to come up and tell their stories and talk about what has happened.

Another thing. Children in primary schools should begin to write early on slates, and write some times expressions of their own. I do not know when this should begin; but there will be a time when they

should write. When they do begin, by all means let them write their own thoughts in their own way. Then you may correct the faulty expressions better than you can orally; for now they can be seen, and will make a stronger impression. Now is the time to begin elementary criticisms, to teach children about the use of the capital letters and punctuation. They should be taught to write or print with facility. It is a good plan, at a more advanced period, but before studying grammar, to let a part of the questions in geography be answered in writing. It will take time, but it will accomplish much in learning to express thoughts properly. The slates may be exchanged among the pupils, criticisms made, and the elements of criticism discussed. Some of the forms of expression used might be put upon the blackboard. But this is not studying grammar; it is not yet time to study it. This work should go on till children reach high degrees of attainment, and have higher thoughts, and have had an opportunity to see and read; and then we may rise in our process of teaching language. We may then apply some of the technical principles of language.

Write a sentence, and they can see and examine it as well as they can examine a tree; the sentence may be divided into parts, and they can examine the parts, having their attention called to them, and having those that are defective pointed out. This will be entering upon the technical teaching of the language. Now their attention can be drawn to the words.

At length, it may be necessary to distinguish a word which represents some one of the objects with which they are familiar, and they can find that one name applies to one object, and another to another; and they will find that there are words in the language which apply, all through, to objects. Thus they have advanced in an easy way, all the time correcting the language used, and all the time endeavoring to elevate their language; all the time learning to express their own thoughts, and acquire the use of the pen and pencil. In this way all the parts of speech may be easily taken up some where; I do not pretend to say when. Some where it may be profitable for a child to take a text-book, marking the distinctions of the parts of speech and the agreement of these parts with each other.

Then how shall the text-book be used? It seems to me it would be one of the most unfortunate things to take up the book and learn it, page by page, with the rules and exceptions and statements; it would be the worst thing that could be done. The child would thus be at once broken off from the natural order which he has been pursuing; for he would be drawn away from the subject to the book. If he learns a sentence, he learns it as a part of the book, and not as a definition of what he has been using before, as he ought to learn it.

He is now prepared to learn the definition of a noun, of a verb, of any part of speech. Let him learn it, and then apply it and make the



distinction, as he may be called upon to do. But he will not commit the whole to memory; what he has learned will be scattered in different parts of the book. The teacher may guide him, and direct him to the particular part of the book that is applicable. He may then learn the connection between the words, and he may do that in his own language or from the text-book.

So, part by part, in the whole course, he is advanced until he is prepared to take the text-book and learn the principles, and apply them skillfully, thoughtfully, understandingly. This whole thing is a matter of growth; the child grows up to it.

There is one thing especially to be remembered: that we are apt not to take up the study of the English language as a *vital* matter. It is treated too much as if it were a *dead* language. We are too apt to take the language and analyze and discuss its principles far in advance of the thought and capacity of children, rather than the language which they express themselves. We make a mistake in this, as we do not fall into line with their sympathies and go on in teaching the English language in connection with their thoughts. If the teacher, after the children have reached the point when it is proper to take the text-book, keeps up the habit of giving living forms of language that the children will understand, teaching the English language will be no more difficult than any other teaching.

Mass. Teacher.

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### EDUCATION THROUGH THE SENSES.\*

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“First the blade, then the ear, then the full corn in the ear.”

ONE of the chief sins of our time is hurry: it is helter-skelter, and devil take the hindmost. Off we go all too swift at starting, and we neither run so fast nor so far as we would have done had we taken it *cannily* at first. This is true of a boy as well as of a blood colt. Not only are boys and colts made to do the work and the running of full-grown men and horses, but they are hurried out of themselves and their *now*, and pushed into the middle of next week, where no body is wanting them, and beyond which they frequently never get.

The main duty of those who care for the young is to secure their wholesome, their entire growth; for health is just the development of the whole nature in its due sequences and proportions: first the blade—then the ear—then, and not till then, the full corn in the ear; and thus, as Dr. Temple wisely says, “not to forget wisdom in

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\* This article, which the reader will not soon forget, is from the pen of Dr. John Brown, of Edinburgh. We find it in ‘Spare Hours’, First Series, published by Ticknor & Fields.



teaching knowledge." If the blade be forced, and usurp the capital it inherits; if it be robbed by you its guardian of its birth-right, or squandered like a spendthrift, then there is not any ear, much less any corn; if the blade be blasted or dwarfed in our haste and greed for the full shock and its price, we spoil all three. It is not easy to keep this always before one's mind, that the young 'idea' is in a young body, and that healthy growth and harmless passing of the time are more to be cared for than what is vainly called accomplishment. We are preparing him to run his race, and accomplish *that* which is one of his chief ends; but we are too apt to start him off at his full speed, and he either bolts or breaks down—the worst thing for him generally being to win. In this way a child or boy should be regarded much more as a means than as an end, and his cultivation should have reference to this; his mind, as old Montaigne said, should be forged, as well as—indeed, I would say, rather than—furnished, fed rather than filled,—two not always coincident conditions. Now exercise—the joy of interest, of origination, of activity, of excitement—the play of the faculties,—this is the true life of a boy, not the accumulation of mere words. Words—the coin of thought—unless as the means of buying something else, are just as useless as other coin when it is hoarded; and it is as silly, and in the true sense as much the part and lot of a *miser*, to amass words for their own sake, as to keep all your guineas in a stocking and never spend them, but be satisfied with every now and then looking greedily at them and making them chink. Therefore it is that I dislike—as, indeed, who does n't?—the cramming system. The great thing with knowledge and the young is to secure that it shall be their own—that it be not merely external to their inner and real self, but shall go *in succum et sanguinem*; and therefore it is that the self-teaching that a baby and a child give themselves remains with them for ever—it is of their essence, whereas what is given them *ab extra*, especially if it be received mechanically, without relish, and without any energizing of the entire nature, remains pitifully useless and *wersh*. Try, therefore, always to get the resident teacher *inside the skin*, and who is for ever giving his lessons, to help you and be on your side.

Now in children, as we all know, *he* works chiefly through the senses. The quantity of accurate observation—of induction, and of deduction too (both of a much better quality than most of Mr. Buckle's); of reasoning from the known to the unknown; of inferring; the nicety of appreciation of the like and the unlike, the common and the rare, the odd and the even; the skill of the rough and the smooth—of form, of appearance, of texture, of weight, of all the minute and deep philosophies of the touch and of the other senses,—the amount of this sort of objective knowledge which every child of eight years has acquired—especially if he can play in the lap of nature and out of doors—and

acquired for life, is, if we could only think of it, marvelous beyond any of our mightiest marches of intellect. Now, could we only get the knowledge of the school to go as sweetly and deeply and clearly into the vitals of the mind as this self-teaching has done (and this is the paradise way of it), we should make the young mind grow as well as learn, and be in understanding a man as well as in simplicity a child; we should get rid of much of that dreary, sheer endurance of their school-hours — that stolid lending of ears that do not hear — that objectless looking without ever once seeing, and straining their minds without an aim; alternating, it may be, with some feats of dexterity and effort, like a man trying to lift himself in his own arms, or take his head in his teeth,—exploits as dangerous, as ungraceful, and as useless, except to glorify the showman and bring wages in, as the feats of an acrobat.

But you will ask, How is all this to be avoided, if every body must know how far the sun is from *Georgium Sidus*, and how much of phosphorus is in our bones, and of ptyalin and flint in human spittle — besides some 10,000 times 10,000 other things which we must be told and try to remember, and which we can not prove not to be true, but which I decline to say we *know*?

But *is* it necessary that every body should know every thing? Is it not much more to the purpose for every man, when his turn comes, to be able to *do* something? and I say that, other things being equal, a boy who goes bird-nesting, and makes a collection of eggs, and knows all their colors and spots, going through the excitements and glories of getting them, and observing every thing with a keenness, an intensity, an exactness, and a permanency, which only youth and a quick pulse, and fresh blood and spirits combined, can achieve, — a boy who teaches himself natural history in this way is not only a healthier and happier boy, but is abler in mind and body for entering upon the great game of life than the pale, nervous, bright-eyed, feverish, 'interesting' boy, with a big head and a small chest and thin legs, who is the 'captain', the miracle of the school; dux for his brief year or two of glory, and, *if he lives*, booby for life. I am, of course, not going in for a complete *curriculum* of general ignorance; but I am for calling the attention of teachers to drawing out the minds, the energies, the hearts of their pupils through their senses, as well as pouring in through these same apertures the general knowledge of mankind, the capital of the race, into this one small being, who it is hoped will contrive to forget much of the mere words he has unhappily learned.

For we may say of our time in all seriousness, what Sidney Smith said, in the fullness of his wisdom and his fun, of the pantologic master of Trinity — Science is our *forte*; omniscience is our *foible*. There is the seed of a whole treatise, a whole organon, in this joke: think over it, and let it simmer in your mind, and you will feel its signifi-

cance and its power. Now, what is *science*, so called, to every 999 men in 1,000, but something that the one man tells them he has been told by some one else — may be one among say 50,000 — is true, but of the truth of which these 999 men (and probably even the teaching thousandth man) can have no direct test, and, accordingly, for the truth or falsehood of which they, by a law of their nature which rejects what has no savor and is superfluous, do n't care one fig. How much better, how much dearer, and more precious in a double sense, because it has been bought by themselves, — how much nobler is the knowledge which our little friend, young Edward Forbes, 'that marvelous boy', for instance — and what an instance! — is picking up, as he looks into every thing he sees, and takes photographs upon his retina — the *camera lucida* of his mind — which never fade, of every midge that washes its face as a cat does, and preens its wings; every lady-bird that alights on his knee, and folds and unfolds her gauzy pinions under their spotted and glorious lids. How more real is not only this knowledge, but this little knowledger in his entire nature, than the poor being who can maunder amazingly the entire circle of human science at second, or it may be twentieth, hand! . . . . .

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## EDITORIAL DEPARTMENT.

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### EDITOR'S CHAIR.

THE NEW YEAR.—Again the Teacher sends greeting to all its readers. As a period of time, fourteen years is very brief, indeed; but it is long enough to embrace much of the history of some enterprises, and of others all. Education itself is as old as the human race, but in some of its developments it is comparatively new. Such is purely educational journalism in this country. Very few are the periodicals of its kind which, under their present titles, antedate the Illinois Teacher.

During these years the Teacher has labored with whatever of ability it possessed upon the side of progress. It has conscientiously worked for the advancement of education generally, and for the interests of the teacher in particular. That it has often fallen short of its aspirations it is frank to confess. But, with a disposition to profit by the past, it comes to you again with the new year, ready to work on. Of its spirit and earnestness the labors of the past year will give assurance. Every effort of its editors and publisher will be exerted to make it a power in the work and worthy the name it bears.

Again it would remind you that it is your journal, and that its character will be, to a great extent, what you make it. It invites you to contribute pointed articles upon educational subjects, news items, etc. It invites you to

the work, promising whatever of assistance earnest labor on the part of its editors and the counsel of many of the best and wisest among us can render.

And so we will labor on, strong in the hope that the year now ushered in shall see more of duty done and of good accomplished than any of its predecessors.

TRANSACTIONS OF THE STATE ASSOCIATION.—The committee appointed at the recent meeting of the Association have completed arrangements for the publication of the first volume of its proceedings. It is intended that the volume shall contain a brief historical sketch of the various educational meetings held previous to the organization of the Association and of the Association from its origin; short biographical sketches of the Presidents of the Association, as far as they can be obtained; the Secretary's Report of Proceedings of the meeting just held in Peoria; a full list of members of the Association, with the post-office address of each; the Addresses delivered and Essays read at the late meeting, together with a brief abstract of the discussions held.

The volume is expected to contain about one hundred pages, and a copy will be sent free to each paying member of the Association. The committee are instructed to receive subscriptions for extra copies, from those desiring them, at fifty cents each. As the edition will be limited, it is desirable that all persons wishing copies forward their subscriptions at once. It will be a saving of trouble and expense if the subscription is accompanied with the cash. Names may be sent to any member of the committee—D. S. Wentworth, Blue Island; S. H. White, Peoria; or Albert Stetson, Normal.

THE STUDY OF ENGLISH.—We have long felt that the study of the English language—meaning by this such a continued, thorough and technical drill in it as is attempted in studying Latin—has been too much neglected,—not alone in our higher institutions of learning, but by our educated men and women, who should be presumed to know something of the powers of their own language, and of its value as a study. Without decrying, or in the least entering into the decial of, the study of the Latin and Greek classical literature, we are very sure that a thorough and well-devised course of study in English will be better, both as discipline to the intellect and as imparting valuable knowledge, than the half-knowledge too often obtained of Latin and Greek by those who pursue them for one or two years merely, and then cease.

Especially would it seem that teachers should make their own language a specific and thorough study. And yet how rarely is this done. How seldom have even those who write school grammars such a knowledge of the history, the literature and the living laws of the language as entitles them to speak with any authority. The school grammars are, for the most part, the repetition of the ideas, illustrations, etc., of their predecessors, changed merely in form of statement—not always for the better—or in method of presentation. Too many teachers seem to have the idea that the grammar makes the language, or, at least, that all of the positions of the grammar must necessarily be correct, no matter what the literature of the language may say. We know of no more valuable course of study that teachers can mark out for themselves, and none that will do more to elevate their standing as a literary class, and ultimately prove more beneficial to their pupils, than a thorough and critical study of English Literature, and of English Grammar as derived from it, aided

by the helps now afforded the student by the researches of such scholars as Craik, Marsh, etc. Last month we said a few words about teachers' professional libraries. It is a mistake to imagine that a professional library should contain only books upon the art of teaching. It should contain, also, books upon the subjects taught — treatises of more scope than mere elementary works; and no where is this truer than in respect to the subject under consideration. No teacher can consider his library furnished for investigating the English Language if it does not contain at least such books as 'Craik's English Literature' (best of all for a student), 'Shaw's English Literature' (or 'Chambers's Cyclopædia of English Literature'), 'Marsh's Lectures on the English Language, and on the Origin and History of the English Language' (very valuable, and almost indispensable to the student), 'Prof. De Vere's Studies in English' (very suggestive, but not of so high authority as others), 'Trench's English, Past and Present', also suggestive. If to these 'Dwight's Philology' and 'Whitney's Language and the Study of Language' be added, and, if wished, 'Müller's Lectures on the Science of Language', the library will be all the better. In Grammar, of course, 'Goold Brown's Grammar of Grammars' must have place, as a gathering of opinions and of illustrative examples; but Fowler, Latham, and before all Mulligan, should be there, while 'Tooke's Diversions of Purley' and many others will find shelf-room. Then, if one can do so, let him add editions of the older writers, and works like 'Wedgwood's English Etymological Dictionary', 'Bartlett's Americanisms', 'Carson's Thesaurus of Archaic English' (when issued), not forgetting our own great dictionaries, and he will have a respectable professional library in this department. If it is objected that these are more than the ordinary teacher can procure and study, it may perhaps be granted; but he surely can get some of them, and not confine himself to the dry bones of ordinary grammar, as mummified in the usual text-books of the day.

**PROGRESS IN TEACHING.** — It is said, and truthfully, that the present century has seen more of real progress in the world's advancement than its whole eighteen predecessors. Every department of science and learning, and every thing which adds to material development, has felt the impetus and has moved forward. What has been done in the educational field? Has the improvement here kept pace with that in other departments?

In a general sense we unhesitatingly say Yes. All progress is the result of better culture, of higher thought, of improved methods, and better-directed forces. What are commonly called the achievements of modern science and skill are only the material manifestations of mental growth. Education, then, is the main-spring which lies hidden behind all these means of advancement and gives them power.

But when the question is viewed in its usual and more restricted sense, how stands the case? Is the system of common schools of our country as much more efficient, better and more economically administered now than it was fifty years since, as is that of agriculture, manufactures, or commerce? This question can not receive a positive undivided answer. In some respects there doubtless has been as great progress. The architectural genius of education, though it has made some miserable failures, has probably, on the whole, kept pace with the progressive spirit of the age. The temples of learning which dot the surface of the country, and which are the proudest structures of the city,



are as well adapted to their purpose as are the manufactories or conveniences for trade and commerce. They speak loudly in favor of the appreciative spirit of the American people and their interest in the welfare of their children.

In the aids which have been devised for making the labor of the school-room more effective, in the appliances for making school-life pleasant and attractive, the amount accomplished has been truly wonderful. The number and variety of text-books has become so great, and the apparatus and means of illustration so varied, as to excite the question whether they are not overdoing the designed object. Yet every thing in this direction has been introduced almost within the lifetime of some now using them.

In methods of instruction there has been much active and profitable thought. Educators have given their attention to the investigation of the nature of mind—the material upon which they operate—and the laws of its development, and have adapted courses of study which shall meet its wants in the various stages of its growth. As a result, education is assuming more the nature of a real science, and its true progress will be made only as its laws are carefully observed and applied.

But model school-houses, improved appliances, and systematic and philosophical courses of study, comprise only the material, by using which the people are educated. Of themselves they would be of little worth. There is need of the teacher to make intelligent use of these material helps in accordance with the teachings of mental laws. When we look over the field of educational labor for the purpose of noticing the advance made in the amount of real work done, we hesitate to affirm that progress here has kept pace with that of other kinds of thought or labor. Much has been done every where. In cities and and large towns the amount accomplished has increased with increased facilities. Why such has not been the case in the mass of schools throughout the country depends upon a variety of reasons, of which we can at present mention only two. First, a lack of preparation for their work by the majority of teachers. In every other calling some previous training is necessary before a person is allowed to take the responsibility of the plainest work. But how many of the teachers in this state have had any previous instruction concerning the development of mind, methods of instruction, or school management? How many of them have not, themselves, a fair comprehension of the subjects they are to teach? In this direction there is room for many steps to be taken in advance.

The other cause we refer to is the frequent change of teachers which is thought necessary by directors. Suppose the hands upon a farm were discharged and a new supply engaged every two weeks: every one can readily see how the amount of labor done would be seriously diminished. Yet a half-month in the season of active labor, from May till October, is a less period than is a half-year in the education of a child. Certainly the change in the case supposed can do no *more* damage than can frequent change of teachers in the work of education. The retention of a teacher of fair success from year to year will secure better results than the engagement of abler ones changing every term. The engagement of teachers by the year would raise the standard of teaching by making the business a more permanent one and offering inducements to a better preparation for it.

W.

EDUCATIONAL LITERATURE.—As this is the season of the year when many teachers are casting about with a view of selecting some professional periodi-

cal for reading the coming year, a short survey of this field of literature may be instructive and serviceable. And here we may say that, notwithstanding the wonderful advances made in the magazine literature of the day, the teachers of the country have kept pace with an equal progress in the character and variety of their journals. There is, too, a growing disposition to read educational journals, as is evinced by the increase in their number and circulation. One of the most pleasant features of this fact is an evidently higher standard of attainments among teachers. And so should it be. Why should not the teacher, for his own interest, be a subscriber to a teachers' journal, as much as a lawyer, a physician, or a clergyman? His profession is as progressive as theirs; and he who would be in the front rank of teachers must follow closely in the steps of progress, as well as the successful man in other professions.

We trust that such a spirit will increase, until every teacher shall regularly read one or more educational journals. We present the following list of our exchanges, and would urge our readers, if they can afford it, to subscribe for one or more of them, in addition to what they now have. We trust that we shall not be lightly esteemed when we urge it as a duty upon all to subscribe for a home journal first; but if such is not the disposition, take another, by all means. Commencing in the East, where are the oldest journals, we have, first, the Massachusetts Teacher, D. B. Hagar Editor and Publisher, at Boston, Mass.; Rhode-Island Schoolmaster, J. H. Chapin, Providence; New-York Teacher, J. W. Schermerhorn, New York; Pennsylvania School Journal, T. H. Burrowes, Lancaster; Ohio Educational Monthly, E. E. White, Columbus; Indiana School Journal, G. W. Hoss, Bloomington; Michigan Teacher, W. H. Payne, Ypsilanti; Minnesota Teacher, W. W. Payne, Mantorville; Iowa School Journal, Mills & Co., Des Moines; Journal of Education, J. B. Merwin, St. Louis; Kansas Teacher, L. B. Kellogg, Emporia; California Teacher, O. P. Fitzgerald, San Francisco.

These are all issued monthly, at the general rate of \$1.50 per annum. We would not omit from the list The Schoolmaster, a sprightly three-column monthly, edited by Prof. Albert Stetson, and published at Normal, in this state; nor the Journal of Education, and Journal de L'instruction Publique, both published at Quebec, Province of Quebec.

STATE APPROPRIATIONS FOR HIGHER EDUCATION.—We have received statistics in relation to Appropriations for Higher Education from the following states. We hope to receive such statistics from all. They are valuable as showing the interest of our people in such a cause, and their willingness to tax themselves to promote it.

Vermont appropriates \$500 annually to each normal school, for the aid of indigent persons studying for the office of teaching.

Massachusetts appropriated for the past ten years, in

	1859.	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.
To Colleges.....	\$1,000	.....	.....	.....	\$2,500	.....	\$100,000	.....	.....	\$25,000
College, Agricultural.....	.....	.....	.....	.....	.....	10,500	20,122	.....	.....	60,447
To Inst. of Technology...	.....	.....	.....	.....	.....	.....	( 180,160 )	.....	1,058	31,226
Museum of Zoölogy.....	.....	20,000	3,500	10,000	12,208	100,000	.....	10,000	25,000	.....
Acad's and Seminaries.....	22,000	.....	.....	.....	.....	25,208	.....	.....	.....	40,000
Sup't of Normal Sch'ls.....	14,500	18,500	16,000	16,000	18,000	24,000	28,500	32,500	35,000	.....
Aid to Students.....	4,000	4,000	4,000	4,000	6,000	4,000	4,000	4,000	4,000	4,000
State Scholarships.....	4,800	4,500	4,800	4,800	4,800	4,800	3,600	2,400	700	.....
Teachers' Institutes.....	2,100	2,800	2,800	2,800	2,800	2,800	2,800	2,800	3,000	.....
County Teachers' Ass'ns.....	700	600	600	600	300	300	325	325	325	.....
Mass. " Ass'n.....	600	600	600	600	600	800	800	800	800	.....
Am. Inst. of Instruc'n.....	300	300	300	300	300	300	500	500	500	.....

Totals.....\$1,700 \$48,900 \$51,700 \$32,000 \$41,100 \$55,508 \$462,580 \$40,525 \$54,383 \$225,998  
Total in ten years.....\$1,114,394.

*Rhode Island.*—For many years, \$2,000 annually for Normal Schools; now suspended.

*New Jersey.*—To Normal Schools, \$11,200 annually.

*Maryland.*—

Annual appropriation to Colleges and Academies for 1867 was.....	\$28,650.00
Estimated for 1868.....	30,000.00
Agricultural College for 1867.....	21,000.00
“ “ “ 1868.....	21,000.00
Normal Schools for 1867.....	12,384.17
“ “ “ 1868.....	8,000.00

*Pennsylvania.*—

To Agricultural College.....	\$200,000
To Normal Schools, \$10,000 annually.....for 1868..	12,000
Soldiers'-Orphans' Schools, for 1868.....	407,850
Deficit from 1867.....	172,630
School for Feeble-minded Children (1868).....	20,000

*Virginia.*—

To the University of Virginia, per annum.....	\$ 15,000
To the Virginia Military Institute.....	15,000
Heretofore has been loaned to the University of Virginia, the interest of which has been suspended by Legislature, and is, therefore, equivalent to a gift.....	180,000
Loan to Medical College (interest suspended).....	50,000
Loan to Emory and Henry College (interest suspended).....	18,000
Loan to Winchester Medical School “ “.....	1,400

*Michigan.*—

The University receives 7 per cent. on.....	\$405,479.66
The Normal School receives 6 per cent. on.....	44,221.95
In addition, since 1851, by special appropriations.....	106,400.00
Agricultural College, since its establishment in 1855.....	198,320.00

*Indiana.*—

To State University, per annum.....	\$8,000
To erect Normal-School building.....	50,000

*Ohio.*—Nothing.

*Minnesota.*—

To State University, for repairs, etc.....	\$15,000
For erection of Normal buildings.....	50,000
For expenses, per annum.....	5,000

*Nebraska.*—To endow Normal School, twenty sections of land.

*Wisconsin.*—

In addition to the income of the University fund, and of the Agricultural-College grant, the state appropriates, annually, for the next ten years, to the University.....	\$7,303.76
The University fund was, September, 1867.....	103,884.88
The Normal-School fund, arising from half the swamp lands, was then with more than 700,000 acres of land additional.....	602,791.92
The Normal-School Regents can use yearly, for holding Teachers' Institutes.....	5,000.00

*Alabama.*—To the University of Alabama, an endowment fund of \$300,000, bearing interest at 8 per cent.

DEPARTMENT OF EDUCATION—ANNUAL REPORT FOR 1867-68.—Through the courtesy of Commissioner Barnard, we are in possession of his first report. It is a volume of about 900 pages, whose character we can best indicate by presenting its table of contents. The first sixty pages contain the report proper, while the remainder of the volume is made up of official circulars, with illustrative documents. No. 1 comprises a brief History of the Department, with

a sketch of its plan of action. No. 2 is chiefly made up of announcements pertaining to the American Journal of Education, and a classified index of its contents. No. 3 contains a statement of the Educational-Land policy of the general government, with tables showing its grants of lands. Nos. 4 and 5 contain the constitutional provisions of the several states respecting education. No. 6 shows the national grants of land for Industrial Colleges, with national and state legislation pertaining thereto, and a list of such institutions as had been established up to March last. No. 7 is devoted to 'The State and Education', containing the American doctrine and practice with regard to public schools, the opinions of European educators, the practice of European republics, and the school system of the Canton of Zurich. No. 8 is given to a consideration of the question of Female Education; No. 9, of Academic Education, with the New-England system of High Schools and Academies; No. 10, the System of Secondary Schools in Prussia; No. 11, to School Architecture, containing plans of buildings in eighteen of the most important cities. No. 12 discusses the professional training of teachers, and gives a statement of the State Normal Schools and some of the City Training-Schools of this country. No 12 contains official circulars.

The Commissioner's Report, after mentioning the special work of the Department, alludes to its magnitude and the obstacles in the way of its satisfactory performance, and maps out a plan of operations by which it is proposed to accomplish it. The impediments in the shape of incomplete and dissimilar systems of different states, lack of uniformity in statistics, and the fact that all information given or aid rendered must be purely voluntary, are truly great, and will forbid that character of completeness to information from this department which would materially enhance its value. The next United States census may do much to remedy these defects for once, but it will not be till all parts of the country shall adopt the same basis of action in some particular things that comparisons can be made between the educational systems of the different states.

The volume before us has been prepared at the expense of very great labor, and contains much very valuable educational information. We are mistaken if suggestions gleaned from it do not lead to substantial improvement in many respects in various sections of the country. It has excited an anxiety to read those which are to follow, and which, we suppose, will grapple more closely with some of the defects connected with the American system of education, and will make this central agency a power whose influence will be felt in up-building the cause now feeble in so large a part of the country. w.

**FIRST PRIZE.** — B. G. Hall, Esq., County Superintendent of Stark county, received the prize of \$50 offered by our publisher for the largest list of subscribers to the Teacher. We notice, by the report of the County Teachers' Institute, that Mr. Hall donated this to found a Teachers' Library, and raised by subscription \$60 additional. The idea is an excellent one. Let such a library be established in every county, and let it contain such professional and reference books as each one may not be expected to have, and it will do vast good. Well done, Stark!

**SEND THE NEWS.** — We desire to make the Teacher a full record of educational progress, especially in our own state, and therefore again request our friends to send us all intelligence of general interest. All improvements in schools or

school-houses, methods of teaching or government, etc., we especially desire to learn. Teachers and school-officers are invited to send us the news.

DIED — In Iowa City, on Tuesday, the 25th of November last, Hon. D. FRANKLIN WELLS, State Superintendent of Public Instruction in Iowa, and Resident Editor of the Iowa School Journal.

Our readers will be deeply pained to hear of the death of Prof. Wells. He has been taken away from a cherished family and a large circle of warm and devoted friends, while in the midst of life and usefulness. The educational men of the West find the place of one earnest and efficient worker in their number vacant, and pray that it may be filled by his equal. Those who knew him personally will count by one less their number of true and noble friends.

— HORACE MANN, the eldest of the three sons of the late Horace Mann, died recently in Cambridge, of pulmonary disease; aged 24. He was a young man of brilliant promise as a naturalist, and was greatly esteemed by all who knew him.

## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

CHICAGO.—Statistics from the Fourteenth Annual Report of the Board of Education:

Population of city, April, 1868.....	242,373
Number entitled to attend schools.....	64,229
School districts — Grammar.....	21
Primary.....	6—
Number of buildings — Owned .....	38
Rented.....	11—
Having number of rooms .....	373
In which are employed:	
Male teachers.....	60
Female teachers.....	341—
With enrolled pupils.....	401
With an average daily attendance of.....	29,954
The percentage of punctual attendance being.....	17,658.1
The ratio of all belonging in all the schools to the number	
of school age being.....	96.4
The average number of pupils to a teacher being — in	
High School.....	286
Grammar Schools...	32.4
Primary Schools....	47.0
During the year there were	
Suspensions for absence.....	2,946
Suspensions for misconduct.....	3,291—
Cost per scholar for tuition upon average daily attendance..	6,237
Cost per scholar for incidentals.....	\$15.71
Cost per scholar his share of valuation of school property..	4.18
	3.95
Annual cost per scholar.....	\$23.84
Present number of seats in public schools.....	20,037
Number of pupils enrolled.....	20,879
Number awaiting seats.....	1,590
Number of private schools in school districts.....	113



With pupils Catholic.....	10,178	
Scandinavian and German.....	3,457	
Israelitish .....	303	
Other schools.....	3,780	
		17,718
Value of twenty-eight school lots.....		\$643,510.00
Value of school buildings—		
Twenty-eight schools...	\$703,000.00	
Ten branches .....	31,300.00	
		\$734,300.00
Total receipts for fiscal year 1867—		
School tax .....	\$387,486.99	
State fund.....	6,907.51	
Rents and interest....	40,681.95	
		435,076.45
School construction bonds.....		298,158.76
Total receipts.....		\$733,235.21
Total expenditures—		
From school-tax fund.....	\$349,145.25	
From school-building fund..	297,198.05	
		646,343.30
Balance of school-fund on hand April, 1868.....		\$130,159.51
The salaries of teachers amounted to.....		\$277,203.85

The reports contain many suggestions which will be found of general interest and value. We transfer to our pages the following extract from the Report of the Superintendent, Hon. J. L. Pickard. It contains words of wisdom concerning the true aim of education, which should be carefully considered by every teacher:

*What Constitutes an Education?*—In these days much is written and said upon the value of a good education. The opinions that prevail as to the nature of a good education are as various as are the estimates put upon human life and destiny. The extremes are found in the intensely-animal man who makes his study bear upon the sources of animal gratification, and who seeks to obtain skill in securing the means of gratification, and in the intensely-spiritual man, who passes the life of a hermit in bewailing the existence of a body, and in attempting to crucify all those desires and affections that connect him with the things of this world. The latter is, without doubt, the nobler of the two, but to one who recognizes man's double nature neither can be regarded as entirely satisfactory to man or to his Maker.

In general terms, that education is the best which best fits man to fill well, and to make the most of, all his life relations. In other words, he is best educated who makes of himself the best son, the best brother, the best husband, the best father—the most successful artisan or tradesman—the most useful member of society—the best citizen—the most enlightened patriot—the most intelligent lover of his race and of God. In pursuit of such an education the studies of our schools serve as efficient means toward an end, but they are not the end sought.

Those who make Arithmetic, Grammar, Geography and History, Natural Science, Classics, or Metaphysics, the end of their study will never attain a good education. All these have some intrinsic value. The necessities of trade and of commerce make Arithmetic and Navigation valuable in themselves. Our social relations make knowledge of the rules of speech very desirable. Knowledge of Geography and History is essential to one who would become an intelligent citizen, more especially in this land, where the citizen is responsible for the conduct of public affairs; and, added to this, the knowledge of other times and of other lands, much of which is locked up in forms strange to us, may be made available through the study of Ancient Classics. The principles of Chemistry are of value to one whose lungs and whose stomach are vast laboratories, as well as to one who would, from the hard soil, bring forth the materials to be wrought over into bone, and muscle,

and strength. So in each department the study has some value in itself considered, and the more one knows of books the better, if he stops not with the books, and makes not the acquisition of their contents the end of his study. What others have written, and said, and done, may help us toward the end of study — the ability to write, to say and to do of one's self. Books are as needful to the mind as is food to the body, useless unless digested and made a part of ourselves — nay, some times worse than useless, as undigested food is often the source of a positive injury. The proper question for each teacher to ask is, not how much have my pupils swallowed, but how much have they digested; not how full are they, but how much strength have they gained; not how many rules have they committed, but how many principles have they mastered; not how far have they traveled, but how much have they observed by the way; not how much more do they know, but how much better have they become. The higher and better uses of all studies are their indirect uses — the benefits that flow through their proper prosecution, in greater power of attention, enlarged comprehension, quickened curiosity, greater self-control, and wider and more far-reaching influence over others. We are told that knowledge of self is the best knowledge. The best self-knowledge is consciousness of power in all departments of our being. He who has the most of this power has the best education, no matter what his merely scholastic attainments may be.

I have thus far spoken of books as means to a good education, but there are other means to this end which no good teacher will overlook or lightly esteem. I question whether the teacher is not studied more than all the books used in our schools, and whether order, neatness, cleanliness, quiet earnestness, punctuality, truthfulness, self-respect, self-control, obedience to rule, kindness, forbearance, courtesy, considerateness, affability, politeness, sympathy and love wrought into the life of the teacher, so as to be recognized at all times as a part of his very being, will not do more toward improving the character and developing the power of the student than all other agencies combined. It is not a question, but a matter of certainty, that the absence of any of the qualities named above does seriously impair the influence of the teacher, however great it may be in other respects, and the very best instruction in matters treated of in books can not atone for the lack of a good personal influence. It is a source of gratification to me, and I take pleasure in expressing to the Board of Education my conviction, that the teachers of the city recognize the value of this personal influence, and very generally act under the pressure of such a recognition.

Upon one point I would urge special care — not that under ordinary circumstances efforts now made would not prove sufficient, but because the terrible tide, met with every where, needs to be checked, or completely stayed. I allude to the lack of respect, almost universal, on the part of youth for the person, the authority, the superiority of their elders. Facilities afforded the young for entering into business for themselves are peculiar to America. The danger is that childhood and youth will be entirely obliterated with us. While it requires less time in this generation to become apparent men and women than in any previous generation, I am not aware that any peculiar circumstances favor a more rapid mental development, or make maturity of mind any more easy of attainment than it was fifty years ago. The ability to be what so many lads and misses, if I may be pardoned for using such terms, try so hard to seem to be is of slow growth yet, and comes with years of patient waiting and toil. Those older than ourselves know more of life than we, and their opinions are entitled to our respect. A good, hearty, honest deference to the wisdom of our elders is what I long to see encouraged in all children. Precept and example will do much to check the evil, and to restore what was good in the training of the children of the earlier years of this century.

The English lady heretofore quoted says: "If an American is polite, it is generally because his nature is so essentially courteous as to be a law unto itself; and though every one will allow that this genuine product of good feeling is by far the most valuable, I am obliged to confess that, this being by no means universal, I had a great deal rather, for daily use, have the counterfeit presentment than none at all." These words are deserving of our serious thought, coming, as they do, from one who, in a friendly way, says: "While straightforward morality is earnestly inculcated, and good and kindly feeling assiduously cultivated, almost no stress is laid on the external laws of politeness."

Every truly candid observer must concede the truth in the assertions quoted. In this regard we are far from being 'sinners above all others', but I am sure we all have a laudable ambition to lead in whatever tends to improve our educational system.

PEORIA NORMAL SCHOOL.—An examination of the students attending the Peoria Normal School was held yesterday and the day before. The Board of Supervisors, by vote, attended as a body yesterday afternoon. The examination embraced the branches usually taught in our common schools, and also the Theory and Art of Teaching. We learn from those who were present that it was highly creditable both to teacher and pupils. The next term will commence on the first Monday in January. The training department, under charge of Miss Janet Hannay, will be opened at the same time. Those intending to teach in the city or county can have no excuse now for a want of due preparation. The average attendance for the last term was thirty-seven. About one-fourth of the attendance is from this county, and the balance from the city. The prospect for a larger attendance at the next term is encouraging.

Peoria Transcript, Dec. —.

UNION COUNTY.—The Union County Institute held a three-days session in Jonesboro, on the 19th, 20th and 21st of November. The exercises were of the drill order, conducted chiefly by home talent. Evening lectures were delivered by Joel G. Morgan, Esq., on the 'Cause of Failure in Teachers', and by Superintendent E. P. Burlingham, of Cairo, on the 'Ocean'. From Superintendent Andrews's report, we judge that good work is doing in the common schools throughout the county. We commend our friend's spirit in the institute business. After two attempts, which proved failures, he appointed a time for the examination of teachers, and gave certificates at the close of the third day. Now he has a successful institute. The people here, as elsewhere in the southern part of the state, are determined to press their claims for a State Normal School.

PARIS.—The report of schools for November shows them in a flourishing condition. The number suffers no diminution with the inclement weather. The total average attendance for the month was 685; per cent. of attendance, 92; number not absent or tardy, 270.

SPARTA.—The Randolph Plaindealer publishes a 'Roll of Honor', containing the names of those pupils in the Sparta High School who have acquitted themselves creditably in scholarship or attendance during the month. A good idea. It also contains an article urging the importance of local institutes. The editor of that sheet was once a teacher, and knows how to forward the work.

STARK COUNTY Teachers' Institute met at the Court-House in Toulon, and continued in session four days—the President, W. W. Wright, Esq., in the chair. Class-exercises in Reading were conducted by Miss S. A. Beatty and Miss Ridle. The subject was further discussed by J. H. Rolfe, Esq. A class-exercise in Spelling was given by Miss Funk—very thorough in the method. Mr. Nowlan illustrated the method pursued by himself. B. G. Hall, Esq., County Superintendent of Schools, conducted an exercise in History—very thorough and instructive. Class-exercises in Written Arithmetic were conducted by Miss J. P. Richards and Superintendent Hall; and in Mental Arithmetic by Mr. Nowlan, with pupils from his school. A class-drill in Geography was

given by Miss Louisa Taylor; and in Grammar by Miss Emmons. Professor Thomson also spoke upon the subject of Grammar, and elicited considerable discussion. He also presented the subject of Penmanship. The subject of Uniformity of Text-Books was discussed by Messrs. Hall and Nowlan. Much interest was manifested in a discussion on Classification of Schools, and on Time-Tables, the majority seeming to think that the average length of recitations should be about thirty minutes. Lectures were given at evening sessions by Prof. Thomson, of Abingdon College, on The Absolute and The Relative; and by Prof. Jaques, of Bloomington, on Enthusiasm. At the afternoon session of the last day, Superintendent Hall made an interesting report upon the schools of the county. Mr. Hall obtained a cash premium of \$50 for the teachers of the county, from the largest subscription to the Illinois Teacher. He also obtained, by direct subscription, for the establishment of a Teachers' Library, about \$60. By action of the Association, such library was established, and those sums, amounting to about \$110, ordered to be appropriated toward the purchase of books. Mrs. P. O. Hall, Miss Henrietta Ridle, and Messrs. Nowlan, Hall, and Silliman, were appointed as a committee to select the books for the library, with instructions to appoint a Librarian. The session of the Institute was in every way successful, except in the enlistment of all the teachers in the work. It is hoped that this will be remedied at the next session. Among the resolutions adopted is the following:

*Resolved*, That it is the duty of teachers to attend and support an Institute at least once in each year; and that when teachers can, and do not attend the Institute, the Superintendent should note the fact on their certificates.

The following officers were elected for the ensuing year: President, William Nowlan; Vice-President, Levi Silliman; Secretary, Robert Fell. The Association adjourned to meet subject to the call of the Executive Committee.

SEC'Y.

**COOK COUNTY.**—For the location of the Cook County Normal School Norwood offers twenty-two acres of land and \$25,000 in money; Blue Island offers six acres of land on Wattle's farm, or a block of ground in Young's Addition, or will erect a building adjoining the present structure which will accommodate two hundred pupils, or will give a lease of a school-lot as long as it is used for a Normal School; Englewood offers five acres of land, the present school-site, valued at \$5,000, the building on the same, at \$18,000, and \$25,000 cash to be expended; another offer from Englewood proposes twenty acres of land, one-half mile south of the present site, valued at \$20,000, and \$15,000 cash to be expended on the building; the Riverside Improvement Company offer twenty acres of land, to be selected by the Committee on Education, and will give \$5,000 to ornament the land, and \$10,000 in cash toward the erection of the school-building; C. V. Dyer, on behalf of himself and neighbors, will give ten acres of land and \$10,000, provided the school be located permanently within one hundred rods of 'the station on the Rock Island Railroad', to which a dummy will be running at least three times a day within the current year. The selection of location will be made in March.

**ALEDO.**—The teachers of this city and vicinity met, November 24th, at the public-school building, and organized an Institute, electing Miss M. M. Burbank President, Frank Moore Vice-President, and P. Arthur Secretary. Regular meetings are to be held, and the members pledge themselves to attend and

perform all duties assigned them. In the public schools for the month of November, the total number enrolled was 226; average per cent. of attendance, 95; cases of tardiness, 190; time lost by tardiness, 9 days, 3 hours, 25 minutes. Sixty-eight pupils were not tardy.

#### FROM ABROAD.

PENNSYLVANIA.—In the various institutions receiving and maintaining soldiers' orphans at the expense of the state there were, on the 30th of September last, 2,111 boys and 1,449 girls, making a total of 3,566. The total number received into the schools is 5,485.....*State Agricultural College*.—The Trustees of the State Agricultural College have held several meetings to devise some plan by which the school may be filled with pupils, there being but a small number now in attendance. This college should be one of the best schools in the state, despite the disinclination of our farmers for scientific culture.....*State Normal School*.—The State Normal School at Millersville had during the past year 654 students, and in the Model School 116.....*Philadelphia Polytechnic College*.—The want of preparation of many applicants for admission to the Philadelphia Polytechnic College has led to the establishment of a preparatory school in Montgomery county, which is open to youth whether they desire subsequently to pursue the college course or not. The object of the school is to train thoroughly in the elementary branches of education, and thereby to qualify students to pursue more profitably advanced scientific and technical courses.....Hon. Thomas H. Burrowes, of Lancaster, and editor of the Pennsylvania School Journal, has recently been elected President of the State Agricultural College. *Pa. School Jour.*

MAINE.—The second annual meeting of the Educational Association was held at Augusta, commencing on Monday, Nov. 23, and continuing three days. The meeting was a successful one. The committee to whom was referred the subject of the support of the Maine Normal reported, indorsing the journal and nominating an editorial board of twelve persons, who were elected. The officers-elect for the ensuing year are A. P. Stone, President; J. H. Hanson, Vice-President; C. B. Stetson, Secretary.

MASSACHUSETTS.—The 24th annual meeting of the State Teachers' Association was held in Boston, Oct. 15th, 16th, and 17th. On Thursday afternoon the Superintendents of Public Schools held a meeting at the Girls' High and Normal School-House. In the evening the opening session of the Association was held in Tremont Temple. On Friday the Association met in three sections. The High-School teachers assembled in the hall of the English High School. Upward of 600 persons were present. The Grammar-School section met at the Lowell Institute, with some 1,500 present, while the Primary-School section met in the Wells School-House, with 1,000 in attendance. On Saturday the Association met in Tremont Temple, which was filled, in spite of the inclement weather. Addresses were delivered or papers read on the following subjects: *The Importance of Careful Culture as the Basis of Popular Education*, by Dr. Geo. B. Loring; *The Branches to be included in our English Course of Study*, by Mr. E. S. Frisbee; *How shall the English Language be studied in the High School?* by Elbridge Smith; *The Relations of the High School to the College*, by S. H. Taylor; *Physical Culture in Schools*, by L. B. Monroe, of Boston; *Methods of Teaching Geography*, by Mrs. Smith, of Oswego; *Teaching Grammar*, by Mr.



Scott, of Westfield; *Oral Instruction*, by Rev. Mr. Harrington, of New Bedford; *Near-Sightedness and other Optical Defects in our School-Children*, by Dr. Henry W. Williams; *Mathematical Studies*, by Prof. W. P. Atkinson; *The Teacher's Work in the School-Room*, by Mr. Greenough, of Westfield; *The Influence of Primary Schools on Educational Reforms*, by Miss J. H. Stickney; *Methods of Primary Instruction*, by Miss D. A. Lathrop; *Primary-School Government and General Management*, by John D. Philbrick, Superintendent of Boston Schools. J. W. Dickinson, of Westfield, was elected President of the Association for the ensuing year; Geo. K. Daniel, of Boston, Recording Secretary; F. F. Preble, of Boston, Corresponding Secretary; D. W. Jones, of Boston, Treasurer. The receipts of the Association were \$3,170.02; disbursements, \$2,810.01.....*Harvard College*.—Sixty of the prominent students of Harvard College, including nearly all the classes back to 1807, have issued an appeal to the graduates throughout the world in behalf of a class-subscription fund for the purpose of increasing the salaries of professors and the college library. It is contemplated to raise half a million dollars, the interest of which is to be used for the purposes named.

INDIANA.—The amount of tuition revenue for the year ending October 15th was, in the aggregate, \$1,566,701.....Hon. Barnabas C. Hobbs, the newly-elected State Superintendent of Public Instruction, has been appointed to fill the unexpired term of Professor Hoss.....On Oct. 3d the three prominent colleges numbered, in the collegiate and preparatory departments, 602 students, a number much in excess of that of former years.....*State Normal Institutes*.—At the State Normal Institute held at Mitchell, during the month of July, there were ninety-four teachers in attendance, the average number belonging being sixty-three. At the one held at Shelbyville, 136 teachers attended.

MISSOURI.—The State Superintendent, by a circular, proposes the plan of dividing the State into six Normal-School districts, and ultimately establishing that number of Normal Schools.

OHIO.—At an anniversary of the Western College Society, held at Marietta, November 7th, \$30,000 was pledged by the friends of Marietta College for the purpose of placing that institution on a financial basis to which its merits entitle it.

MINNESOTA.—The second State Normal School was organized, at Mankato, during the past autumn, under the charge of Prof. Gage, formerly a prominent educator in the State of Maine. During the past term there were sixty-one students. The first Normal, at Winona, under direction of Prof. William F. Phelps, has seventy-six pupils.

KANSAS.—At Leavenworth they have recently finished and furnished a new school-house, at a cost of 160,000. They pay their Superintendent of City Schools, Prof. M. McVicar, late Principal of the Normal School at Brockport, N. Y., a salary of \$3,400.....*Normal School*.—The Normal School, at Emporia, opens with a larger attendance than ever before. The graduating class numbers eleven members.

WISCONSIN.—The Board of Regents of the Normal School has taken final action in the location of the Normal School at Oshkosh, settling on an admirable site in the Fourth Ward. The Building Committee was authorized to advertise for plans and proposals, and take the steps necessary to secure the

commencement of the work on the Normal-School building next spring. This will make three under way. The board has made provision for continuing aid in the holding of Teachers' Institutes in the several counties to an amount not exceeding \$3,000. The expense of such aid during the last year was \$1,600.

**FREEDMEN'S SCHOOLS.**—By the sixth Semi-annual Report of the Superintendent of Schools for Freedmen, we find that there were in operation on the 1st of last July 1,831 day and night schools, with 2,295 teachers and 104,327 pupils: 900 of the teachers are colored. Of these schools 1,325 were sustained wholly or in part by the freedmen, and they owned 518 of the buildings in which the schools were held. This bureau furnished 720 buildings for school purposes. Five hundred and thirty-nine of the above schools were graded, including 33 of high or normal grade. The average attendance of the pupils has been 78,402, or over 75 per cent. of the whole number enrolled. Tuition has been paid by 32,675 of them, amounting in the aggregate to \$95,860.84, or a fraction over \$2.93 each. There were also officially reported 1,000 Sabbath schools, with 4738 teachers, and 89,466 pupils; and 46 industrial schools, with 1,873 pupils. If to all these officially-reported schools and pupils we add those 'within the knowledge of the Superintendent, but not regularly reported', the aggregate will be—

Schools of all kinds.....	4,026
Pupils in same.....	241,819

Amount of expenditure by this bureau for school purposes from January to June 30, 1868, has been \$514,253.04. This includes \$110,808.65, as reported by the State Superintendents. The amount expended by this bureau for support of schools during the year ending July 1, 1868, is as follows:

From Refugees-and-Freedmen's fund.....	\$97,430.65
From school fund.....	33,855.30
From appropriation fund.....	814,237.61
	<hr/>
	\$945,523.56
By benevolent societies, churches and individuals (estimated).....	700,000.00
By freedmen (estimated).....	360,000.00
	<hr/>
Total.....	\$2,005,523.56

**SPAIN.**—The proscribing character of the late royal government in Spain, as well as the liberal spirit of its successor established by the revolution, can be seen from some changes made touching popular education. Every one may now publish his ideas without previously submitting them to any censorship, every author being held responsible for his own articles. Popular education is declared free. To obtain academical degrees it will not be necessary to study a fixed number of years: all that will be required will be a knowledge of the branches specified by law. The student will have to be vigorously examined on each special subject. All the professors of public establishments can only be appointed after successful competition. The Faculty of Theology is suppressed in all the universities. An allowance, equaling about \$300,000 annually, made by the government to the seminaries for educating priests has been withdrawn.

**BELGIUM.**—In Belgium the schools are still in the hands of the priests, and of 13,774 inhabitants of Roulers, 9,849, or 70 per cent., were shown to have grown up without any schooling whatever. In other places, chiefly of the manufacturing parts, the proportion varied between 31 and 48 per cent. Of the artisans themselves, 100 only out of 1,000 could both read and write, 50 could read, and the other 850 could neither read nor write.

## NOTICES OF BOOKS AND PERIODICALS.

(1) THERE is probably no minister whose words have had wider circulation during the last decade than have Mr. Beecher's. No one has had more earnest friends or stronger enemies than he. While some have taken exceptions to the orthodoxy of his views and the effects of his preaching in advancing the real prosperity of the church, all have conceded to him great mental ability, vividness of conception, and a wonderful power of illustration and expression. His power as an orator seems to lie quite as much in the aptness and clearness of his illustrations and the forcible application of them as in the strength of his logic. The emotions of his hearers seem peculiarly under his control. The religious public will gladly receive these two volumes, containing near fifty of the author's most powerful and practical sermons. Some of them have appeared in print before, but others have been taken down expressly for the present purpose. Mr. Beecher speaks of them as "so many arrows shot in the day of battle, and every one of them with a real and definite aim." They have been selected, under his own supervision, from a large number placed in the hands of the editor, and are not only intended to illustrate his theological system and doctrinal views, but also sermons on special subjects pertaining to vital Christianity and religious experience. In no other place is the author as a theologian so faithfully and justly presented as in these volumes. w.

(2) THE third volume of the Report upon the Geology of Illinois is now ready for delivery. It is a handsome volume, of the size of its predecessors, and is a valuable contribution to the cause of science. Prof. Worthen and his assistants have done themselves and the state honor by the manner in which they have performed the great task intrusted to them. This volume contains a discussion in nineteen pages upon the coal measures and lower carboniferous limestones, with especial reference to the Kentucky system; the Geology of Alexander, Union, Jackson, Perry, Jersey, Greene, Scott, Washington, Clinton, Marion, Jefferson, Cook and LaSalle counties; 296 pages upon the Palæontology of Illinois, by F. B. Meek and A. H. Worthen; with a supplementary paper on the Fossil Insects of the state; and an appendix of Chemical Analysis. The engravings of fossils, by the Western Engraving Company, are of the highest excellence. It is a gratification to know that the West is able in itself to produce such a work.

(3) To those who have ever had the pleasure of listening to the brilliant historical lectures of the distinguished author no words of commendation of ours will be needed. But those who have not we advise to consult this book, by which we predict they will get a more vivid idea of the old Roman world—its greatness, its littleness, and its misery—than by any other history they have ever seen. Dr. Lord is not a mere historical investigator: he is a painter, sketching with a free hand the scene before him,—exaggerating, perhaps, some of its details, that the picture as a whole may make a deeper impression, and making it real by the vividness of his coloring and the harmony of his grouping.

(4) No words of an ordinary critic can add to or take from the authority of a work of the distinguished President of Yale. This treatise, on its first publication, was received at once as an acknowledged authority upon the subject. To one whose college memories are redolent of Vattel it is refreshing to turn over the pages of this volume, and he can not help wishing that it had been his fortune to have such a manual of the science put before him, to arouse thought and quicken investigation.

(5) THE TEACHER OF PENMANSHIP, published by L. S. Thompson, Sandusky, Ohio, is an established journal and a desideratum for every teacher. The practical lessons on teaching the letters are of real value.

(1) SERMONS BY HENRY WARD BEECHER. In two volumes. Harper & Brothers, New York; S. C. Griggs & Co., Chicago. 484 and 486 pages. \$5.00.

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(3) THE OLD ROMAN WORLD. By John Lord, LL.D. Chas. Scribner & Co., New York.

(4) INTRODUCTION TO THE STUDY OF INTERNATIONAL LAW. By Theodore D. Woolsey Chas. Scribner & Co., New York.

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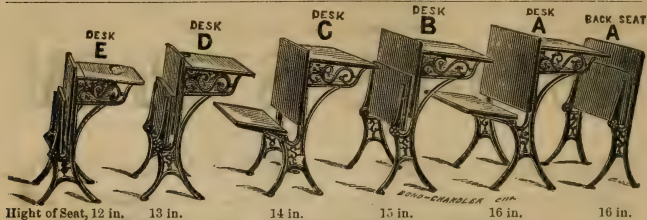
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# ILLINOIS TEACHER.

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VOLUME XV.

FEBRUARY, 1869.

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## THE TRUE PROVINCE OF THE STATE IN THE WORK OF PUBLIC EDUCATION.

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Read before the State Association of County Superintendents at Aurora, October 14th, 1868.

BY D. BRANCH, COUNTY SUPERINTENDENT OF M'DONOUGH COUNTY.

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In all compacts, the parties owe each to the other certain duties, and each, in turn, has a claim to certain rights from the other.

The state has a right to preserve her own existence, and, of course, to adopt such measures as are adapted to that end. She is also bound to do her utmost to make all her citizens happy and virtuous. The citizens are under obligations to pursue a loyal course toward the state that protects them, and, as an offset for this protection, to do their utmost to make all the community prosperous, and to act in all things as an intelligent and virtuous constituency.

It is a declaration of an inspired author that if you "train up a child in the way he should go, he will not depart from it." All observation goes to corroborate the same general principle. While very much of the instruction of children and youth devolves upon parents, a very large responsibility is left with the state, and that, too, for the plain reason that in respect to the prosperity of the state much will depend on the virtue and intelligence of the people of which the children will soon form an important part.

It is probably correct to state that not over two per cent. of the children of our land ever receive any higher education than they obtain in the public schools. Ninety-eight out of every hundred must be beneficiaries of the state for an amount of education to fit them to enjoy all the rights and perform all the duties of American citizens, and to act as media through which the same benefits may be trans-

mitted to succeeding generations. It becomes, then, an important question, How much and what kind of an education is the state bound to afford her sons and daughters in the public schools?

You are about to engage in some enterprise. Suppose it be the erection of a dwelling. In deciding as to the plan and capacity of your house, you would have regard to the number to be accommodated and the kind of accommodation you would desire to furnish them, having especial reference to the health, comfort and convenience of all the proposed occupants, not disregarding the beauty and durability of the structure. In like manner, many considerations should enter into the account in the enterprise in which the state is engaged in erecting the magnificent temple of truth and freedom, for the inheritants of our own and future generations.

What, then, are the materials needed for the work under consideration? In other words, what kind of men and women should our state be made up of? In this case, as in the one just supposed, at least three characteristics should be kept distinctly in view — Happiness, Beauty, and Durability.

I now come to the plain consideration of the kind and degree of education the state is bound to give her children.

It will, of course, require no argument to convince an intelligent person that the common curriculum of our public schools is important for every child. This much is admitted by nearly all: the public mind is nearly a unit in this particular. It is true that here and there one is found that whines at so much ado about education; so much expense to raise up fools and pickpockets. Now and then one is heard to say "My father never went to school a day in his life, and I never went but three months, and don't see but we get along in the world as well as those that have been to school all their lives." Very well; I grant you have got along quite nicely. But if you have succeeded so prosperously with only three months' schooling, how magnificently would you have engincered matters if you had attended school three years or three times three years! If, in stead of being able to read, write, and cipher, and that, too, very indifferently, you had become a first-class scholar in all the branches taught in the schools, how differently would you have expressed yourself on these matters?

I said there is a general agreement among thinking persons on the necessity of giving our children some education in the common branches, but further than this there is no agreement.

But are there not reasons why every child should be made acquainted with the natural sciences? Money-making is not all of life's great end. The Shorter Catechism, which many of us were taught to repeat when children, declares that "The chief end of man is to glorify God and enjoy him for ever"; and I believe a truer saying was never uttered. But we must not forget that *for ever* has already begun, and that it is



man's privilege to enjoy God and his glorious works in this life as well as in the life to come.

God is glorified and enjoyed most effectually by intelligent minds, educated, disciplined, consecrated to duty, to every principle of righteousness and truth. That dogma so often adhered to, and so often repeated, that 'ignorance is the mother of devotion', is at war with fact and reason, and is diametrically opposed to the teaching of heaven, both natural and divine. There is not an object in nature — above our heads, beneath our feet, at our right or at our left — but offers a lesson that, when properly learned, is adapted to promote human happiness, to raise our thoughts to things substantial and enduring.

I aver that the existence of these, and the corresponding existence of intelligent beings capable of investigating them, with an unconquerable desire to explore the whole storehouse of nature, furnish incontestable proof that each was made to answer the demands of the other. God has made the human mind with its angelic powers and aspirations, and put within its reach the myriad of ways of gratifying these powers and desires, that happiness might be thereby increased. The state is laid under heavy bonds to meet these wants and gratify the longings, in these respects, of every son and daughter within its dominions. Yet, with all these facts looking us in the face, it is a lamentable truth that a large proportion of the human family remain as blind as the fish born in the underground fountain, where no ray of light has ever been permitted to enter. They see a boulder with less interest than does the horse they drive; for the horse will endeavor to test the strange object by applying to it the best feeler he has — his velvet upper lip, but the master gruffly goes around it, and wishes the Lord, in his good providence, would keep such nuisances out of his way.

It is needless to enumerate all the branches of knowledge which the youth of our country should be masters of, in addition to those already noticed. It may be sufficient to say that the mental discipline needed for the high duties of a democratic people can not be fully realized without a fair quantum of knowledge of the higher studies; that the higher mathematics, the intellectual and moral sciences, political economy, history — ancient and modern, — etc., are all necessary for those into whose hands will fall our religious and political heritage. Must the great volumes of Art and Nature remain as sealed books to nine-tenths of the citizens of our favored America? Our hopes must be founded, under God, in the liberal views of the intelligent portion of our people, with the wise and enlightened policy pursued by our legislators.

I claim that eyes were made to see with, and that minds were made to think with. Not that all are equally capable of penetrating the deep recesses of science; not that all can be Newtons, or William

Hamiltons, or Caroline Herschels; but that all persons not idiotic, but of ordinary capacity, *can* have, and should have, a fair knowledge of the sciences I have enumerated.

The mammoth universities our state has so liberally founded and partially endowed are worthy the name of patriotic Illinois. The numerous and honored colleges and universities and seminaries of a more privately endowed class all stand as monuments of the large hearts and generous hands of our people. But the few only can be admitted to their benefactions.

The soil of Illinois is susceptible of the highest state of cultivation, and of the production of the most abundant crops. A large proportion of the inhabitants of our state will follow agricultural pursuits, and their children after them will gain their sustenance by the same kingly calling. But how do the present generation conduct their farming? Have they been able by chemical analysis to decide as to what part of their farm can be most profitably devoted to the growing of wheat? what part will produce the largest crop of corn? what of roots? what of the grapes? Can they tell what should be devoted to orcharding? If they wish to recuperate a wasted soil, do they know why one field requires lime and another demands vegetable mould? To successful farming science is as needful as to successful medical practice.

But do we not propose so much in the work of our public schools as to invade the territory of the colleges and universities? I answer No! very far from it. When these public institutions do their full and appropriate work, the college and the university will be able to pursue their peculiar labors. When the public schools come up to their proper plane, the colleges can go up to theirs; can go far deeper and more thoroughly than now, and all will go on harmoniously without friction or infringement. It is a well-known fact that the colleges are not nearly able, in the four years' time allotted them, to carry their students through all the steps of a thorough and extensive course, and that, too, because they start too near the lower round of the ladder. When the grammar schools, also, shall take their appropriate place in the educational drama, the *hic, hæc, hoc*, the *tupto, tupso, tetupha*, the *Aleph, Beth, Gimel*, will keep in their proper sphere, and the college professors can take their pupils through the philosophical arguments of Cicero, the rhythm of Homer, and the sublimities of Moses, with ease and profit to all concerned.

Physical training must not be overlooked. 'A sound mind in a sound body' is a cardinal maxim in education. The state has a right to demand and appropriate to her use men of vigor—those who can not only see her true interests, but can protect those interests, if necessary, by physical endurance and undaunted courage.

But I must not forget the higher and sublimer purposes of an educa-

tion than those on which I have mainly dwelt. While the intellect is in the process of training, *parents* should see, *directors* should see, the *state* should see, *all* should see, that the heart, the conscience, the social nature, the manners, the religious constitution, are all trained with diligence and care. I am aware that we are liable to bring on spasms upon some timid soul by the slightest mention of religion as being a part of school training; but I will say that by religion I do not mean sectarianism. The particular doctrines on which the churches disagree should always be left to the parents, the Sabbath-school teacher, and the pastor. But there are great religious doctrines—as the being of a God, a revelation of his will to the world, his disapproval of all iniquity, and our obligation to avoid the wrong and pursue the right, to exercise a benevolent spirit toward all, to love God with all the heart, to practice the deeds of purity, etc.—which distinguish Christian from pagan communities, and which lie at the foundation of all genuine goodness; these none need be ashamed of or ignore, be their religious creed what it may.

It is proper, in this connection, to speak of an important and indispensable instrumentality in the enterprise of public education. It is that of the teacher. An increase of the number of highly-qualified instructors must be realized. It will not do to say that teachers of a low grade will suffice for our backward schools. It is the low-grade teachers that make our schools backward—a dilemma from which we shall never extricate ourselves till a more extended system of educating teachers shall be introduced. A training-school, aided by the public patronage, should be established in every county. These teachers should not know simply the sciences to be taught: they should be persons of comprehensive views, able to instruct in those branches that make up the well-developed man—physically, mentally, and morally. Energy, conscientiousness, progressiveness, patriotism, philanthropy—these should be cardinal virtues in the character of every educator in the land. None should be approbated who do not sustain a strictly moral character. By this term I mean those who by their daily deportment illustrate the principles of temperance, of purity of life, of honesty, of gentility, of good breeding, and all the graces of a refined education. Rowdyism, shallow-patedness, big-headedness, and boobyism, should vacate the citadels of knowledge, and give place to honesty, wisdom, and decency. The fumes of whisky, the stench of the tobacco-pipe, and the puddles of tobacco-juice, should no more defile the temples of science. Not only should the teacher be sound in theory on these important points, but he should be such a lover of truth and purity that he should feel bound to promote these virtues in the lives and practice of all his pupils, and thus aid in raising up a class of citizens worthy the noble inheritance so soon to be placed in their possession.

All the facilities for the advancement of science, such as maps, charts, and other apparatus, should be furnished with no parsimonious or niggardly hand.

For the benefit of the poorer families of the community, for the purpose of putting them on an equal footing with the more wealthy, suitable text-books should be furnished the schools out of the public funds. This will at least be as economical as the method commonly pursued, and be attended with important advantages.

Whether *compulsory* laws should be enacted requiring parents to educate their families, and thus remove from our midst the elements of national destruction, is a point there is not time on this occasion to discuss; but I would simply suggest that coercion as a prevention of crime and its attendant evils does not seem more like despotic rule than catching men and confining them to hard labor for life, after they have, through neglect on the part of the government, become outlaws, unfit for the enjoyment of freedom.

The educational enterprise is in the hands of a liberal public. Onward is the true watchword. A halting, effeminate and inefficient course is unworthy of Americans. The ballistæ of the Romans served a very good purpose in the hands of Julius Cæsar for battering down the mud walls of the Hispanians, the Gauls and Britons; but General Grant would have found them very ineffectual enginery for bombard<sup>ing</sup> the fortifications of Donelson, of Vicksburg, and of Richmond. Seventy-five thousand troops would have been more than sufficient to quell a whisky rebellion under Washington's administration; but that force proved entirely inadequate to the putting-down of a subsequent one inaugurated at Sumter. Judge, then, whether accumulated forces are demanded to demolish the walls of ignorance, and beat back the increasing army of vice that threatens to annihilate our nation and all we hold dearer than life itself.

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### WHAT IS SUCCESS IN TEACHING?

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SUCCESS is the result of labor. All effort may not be crowned with success, but all success is the reward of effort. An individual may be fortunate, though he be a sloven and a laggard. The bar-room loungee, steeped in indolence and crime, may inherit millions; the most deceitful quack may rise to distinction, simply because his suffering victims recover in spite of his poisonous distillations; the coward may win the battle, and rejoicing thousands chant his praise; but success comes not thus. It is the result of plan, of conceiving wisdom,

and executive energy. It follows in the path of working ability. It belongs to him only who has earned the prize. 'Fortune favors the brave', but success is the dearly-bought reward.

The teacher's task is the development of mind. He is to mould and fashion the rising generation so that it shall best perform the duties and meet the responsibilities of life. The active but plastic mind of childhood is easily influenced, and he who is intrusted with its care must dictate in a great measure the after-life, whether it shall be a mere book-worm, gorged to infatuation with musty quotations and meaningless rules, or a living, acting, working power, able to grasp new ideas, or by combining old ones arrive at new results, thus gaining ground in the grand march of human progress and destiny. The great end to be attained in teaching is to make pupils *think*. The teacher can alone be pronounced successful who, by well-matured plans, accomplishes this result, making in the end, from the gems given him, stronger and better men and women. It is barely possible that this may be done without striving directly for it, and so without system or plan; but, as before, the lucky operator has the simple claim of fortune. So with him who, by polished grace or cunning wit, by false show or plausible pretense, wins the applause of his pupils and patrons: unless he strives for and produces this other proper result, his claim to success is like the victim of the hurricane's boasting of his speed.

In school, *order* is both a means and an end. Little can be done without it, while its observance in school inculcates an obedience to law and a respect for the rights of others. If the pupil would advance rapidly, he must also be interested in his work. He must labor cheerfully, energetically, continually. Now he who secures these two—order and interest,—awakening at the same time an inquiry into the why and the wherefore, may look forward with flattering hopes of real success. His work may not be appreciated at first but; let him not despair. Years afterward, grateful pupils will remember him who, though long separated from them, still remains a transmitted reality, a multiplied power.

J.

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#### SCHOOL-ROOM MOTTOES.—

Do one thing at a time.  
 What you do, do thoroughly.  
 Not *how much*, but *how well*.  
 Study to be quiet.  
 Mind your own business.  
 Be gentle; be courteous.  
 Work while the day lasts.  
 Always ready.

As we sow, so shall we reap.  
 A tree is known by its fruit.  
 Diligence insures success.  
 Speak the truth; act the truth.  
 I *can* if I *will*.  
 He liveth long who liveth well.  
 Be kind to each other.  
 Thou, God, seest me.



## ILLINOIS STATE TEACHERS' ASSOCIATION.

## PROCEEDINGS OF THE FIFTEENTH ANNUAL MEETING.

## FIRST DAY.

THE Fifteenth Annual Meeting of the Illinois State Teachers' Association convened in Rouse's Opera Hall, Peoria, on Tuesday, December 29th, 1868, at 10 o'clock A.M.

The President, Hon. J. M. Gregory, LL.D., not having arrived, owing to the detention of the cars, the Association was called to order by Vice-President W. S. Coy.

Devotional exercises were conducted by Rev. Mr. Mack, of Peoria. Singing exercise, led by Prof. Geo. F. Root, of Chicago.

The Secretary of the Association being also detained by the non-arrival of the cars, M. Andrews, of Macomb, was elected Secretary *pro tem*.

E. L. Wells, of Dement, was elected Railroad Secretary.

Moved by E. C. Hewett, of Normal, that the Sociable announced on the programme for Thursday evening be held this evening, as Dr. Burroughs could not be present to deliver the lecture. Carried.

A committee of seven was appointed to make arrangements for the Sociable: J. F. Eberhart, of Chicago; Rev. J. H. Morron, of Peoria; H. L. Boltwood, of Princeton; Dr. J. A. Sewall, of Normal; Miss Helen F. Grennell, of Peoria; Miss Harriet Reed, of Jacksonville; Mrs. L. J. Rooker, of Decatur.

Owing to the failure of the President to be present to deliver his opening address, Prof. J. B. Roberts, of Galesburg, read a paper on the subject of *Compulsory Attendance at School*, taking strong ground against such a law.

On motion, a committee of three was appointed to act as critics: Prof. Richard Edwards, LL.D., of Normal; Prof. Cook, of Normal; Prof. Shurtleff, of Chicago.

On motion of W. B. Powell, of Peru, an Auditing Committee was appointed, consisting of E. L. Wells, of Dement; W. A. Jones, of Aurora; D. S. Wentworth, of Chicago.

Adjourned to 2 o'clock.

## AFTERNOON.

The President, Dr. Gregory, having arrived, at the request of the Association he read his address. Subject: *Culture*.

Dr. J. A. Sewall, of Normal, then conducted an exercise in Botany, giving an illustration of his method of teaching that science to a class.

Music, by Prof. Geo. F. Root.

Dr. Edwards, of Normal, presented a paper on the *Coëducation of the Sexes*, favoring it.

Dr. O. S. Munsell, of Bloomington, read a paper upon the same subject, opposing it.

On motion of E. L. Wells, of Dement, Dr. J. L. Enos, of Cedar Rapids, Iowa, and Prof. J. Allen, of Monticello, Iowa, were elected honorary members of the Association.

Music, by Prof. Root.

Adjourned till 7 o'clock.

Sociable at Rouse's Hall.

EVENING.

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SECOND DAY.

WEDNESDAY MORNING.

The Association was divided into sections called High-School, Grammar-School, and Primary-School Sections, the minutes of which appear as follows:

HIGH-SCHOOL SECTION.

High-School Section met at Cole's Business College at 9 A.M.

Prof. J. E. Dow called the Section to order.

Religious services, by Dr. Munsell, of Bloomington.

J. B. Taylor was appointed Secretary, with instructions to report to the Secretary of the Association.

Prof. Pillsbury, of Normal, presented a paper defining a Course of Study for a High School, which was in the main the course of the Cambridge High School at Cambridge, Mass.

Prof. Boltwood followed, giving the course now in use in the Princeton High School, which is the only township high school in the state.

Prof. Baker, of the Industrial University, continued the discussion.

Prof. J. R. Jaques, of Bloomington, read a paper on the *Proper Method of Teaching the Languages*.

This exercise was followed by a paper from Prof. Shurtleff, of Chicago, on *What is the True Relation of the High School to the School System of the State*.

High-School Section then adjourned.

J. E. DOW, Chairman.

J. B. TAYLOR, Secretary.

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GRAMMAR-SCHOOL SECTION.

Grammar-School Section met in Rouse's Hall, and organized by calling Prof. J. L. Pickard, of Chicago, to the chair, and electing Thos. H. Clark, of Ottawa, Secretary.

Prof. J. D. Butler, of Madison, Wis., conducted the devotional exercises.

I. S. Baker, Esq., of Chicago, presented a Course of Study for a Grammar School.

The paper was followed by a further discussion of the same by E. C. Smith, of Dixon, and W. B. Powell, Esq., of Peru.

Recess.

Rev. Thos. Hynes, of Bond county, presented a paper upon the question *What can be done to Increase the Efficiency of the District Schools?*

This was also followed by a discussion of the same question by B. G. Roots, of Tamaroa, and P. R. Walker, of Dement.

Grammar-School Section then adjourned.

J. L. PICKARD, Chairman.

T. H. CLARK, Secretary.

#### PRIMARY-SCHOOL SECTION.

The Primary-School Section met in the Second-Ward School building, and organized by electing S. H. White, of Peoria, Chairman.

After some miscellaneous business, at 9.30 an exercise in music was in order, by R. P. Rider, of Richview. But Mr. Rider was not present, and the following note, received after the adjournment of the Association, will explain the cause of his absence:

Richview, Dec. 29, 1868.

E. A. GASTMAN, ESQ.—

Dear Sir: I have been too unwell to allow of my attending the Association. Thought I could fulfill my appointment till it was too late to inform you.

Respectfully,

R. P. RIDER.

Prof. Blackman, of Chicago, being called upon, gave an exercise with a class of children, showing his method of teaching *Music*.

Miss E. A. Wallace, of Aurora, gave an object lesson on *Color*.

Recess.

Miss Lizzie Leeper, of Decatur, read an essay on the *Method of Teaching Oral Geography*.

Miss M. S. Hanford, of Aurora, gave another lesson in object teaching.

Resolutions were then offered, which were finally referred to a committee consisting of Dr. J. M. Gregory, Prof. J. L. Pickard, and Prof. Metcalf, for review, and to be presented by them to the Association.

A resolution of thanks to the ladies from Aurora, for their valuable instructions, was offered by D. S. Wentworth, of Blue Island, and unanimously adopted.

The Section then adjourned.

#### AFTERNOON.

Association was called to order by Vice-President W. S. Coy.

Prof. J. D. Butler, of Madison, Wis., favored the Association with an address entitled *Gems from Three Continents*.

F. Hanford, of Chicago, moved that a Committee on Nominations, one from each Congressional District, be appointed. Carried.

Committee—1st District, F. Hanford; 2d, H. O. Snow; 3d, G. G. Alford; 4th, G. W. Batchelder; 5th, J. E. Dow; 6th, W. S. Coy; 7th, W.

M. Baker; 8th, A. J. Anderson; 9th, M. Andrews; 10th, I. Wilkinson; 11th, B. G. Roots; 12th, H. H. Smith; 13th, J. G. Morgan; at large, J. B. Roberts.

On motion of S. M. Etter, of Bloomington, a Committee on Resolutions was appointed.

*Committee*—S. M. Etter, of Bloomington; J. F. Eberhart, of Chicago; C. C. Buell, of Sterling.

The President then read a letter from Dr. Bateman, State Superintendent of Public Instruction, explaining why he was not present at the annual meeting of the teachers of the state, which, on motion of J. F. Eberhart, of Chicago, was referred to the Committee on Resolutions.

W. A. Jones, Esq., of Aurora, read a paper presenting his *Idea of a Graded School*.

Recess.

S. H. White, Esq., of Peoria, presented some resolutions from the Primary-School Section, which were tabled.

Music, by Chicago Reform School Band.

Mr. Perkins, of the Chicago Reform School, being called upon for some remarks, simply stated that a bill was passed by the last Legislature appropriating \$50,000 for the establishment of a Reform School for the state.

Adjourned to 7 o'clock.

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EVENING.

Concert, by the Chicago Reform School Band.

THURSDAY MORNING.

Association was called to order by the President, Dr. Gregory.

Prayer was offered by Rev. Mr. Pullman, of Peoria.

Dr. Vasey, of Richview, then favored the Association with an address descriptive of Powell's Exploring Expedition, of which he was a member.

S. H. White moved to take up the resolutions which were reported from the Primary Section yesterday and tabled. He wished to bring them up again for the purpose of making an explanation.

Rev. Mr. Hynes, of Bond county, moved that the resolutions be referred to the Committee on Resolutions.

S. H. White moved to amend by receiving the following as the report from the Primary-School Section, and referring the remaining resolutions to the Committee on Resolutions. Amendment adopted.

We, the attendants upon the exercises of the Primary-School Section of the Illinois State Teachers' Association, feel that the highly-suggestive exercises of this morning evidence the wisdom of the Executive Committee in thus devising the plan of appropriating at least

one half-day of the time of the Association to methods of instruction in the different departments; therefore,

*Resolved*, That the thanks of this Association are due and are hereby tendered to each of the ladies and gentlemen who have so ably and skillfully presented their methods of imparting primary instruction.

The reading of the remaining resolutions was called for, and Mr. White read them.

The motion to refer them to Committee on Resolutions was lost, and, after some discussion, they were referred to a select committee, consisting of J. H. Rolfe, Dr. J. M. Gregory, Prof. J. L. Pickard, S. M. Etter, and J. B. Roberts.

The resolutions were as follows:

*Resolved*, That, in our opinion, children of the primary grade ought not to be required to attend school more than three hours a day, since experience has proved that they will make as much progress in learning by an attendance of three hours daily as by a longer confinement to their studies.

*Resolved*, That in all larger cities and towns, in which the crowded population makes the streets unhealthful and dangerous to the moral character of children, and in which there are so many parents who need to be relieved from the daily care of their children that they may earn their bread, it is the duty of the school authorities to provide primary schools resembling the German Kinder Gartens, in which these children may receive care and such instruction in both books and work as may be necessary to train them to be intelligent people and good citizens.

E. L. Wells, of Dement, offered the following resolution, which was adopted:

*Resolved*, That we heartily commend the broad and liberal plans adopted by the Board of Trustees for the Illinois Industrial University, not only as adapted to the great practical ends of the University, but as absolutely essential to the great educational uses indicated in the terms of the Congressional grant—"the liberal and practical education of the industrial classes in the various pursuits and professions in life."

Dr. Gregory responded, expressing his thanks, on behalf of the Board of Trustees, for this cordial indorsement of their plans.

Recess.

On motion of S. M. Etter, of Bloomington, Prof. J. D. Butler was invited to address the Association this evening.

Miss Sprague, of the Kinzie School, Chicago, then read an essay, whose subject she wished the members of the Association to name for themselves. It might be termed *The True Ends of Life*.

E. L. Wells, of Dement, gave a very interesting description of Mammoth Cave, Kentucky, illustrating his description by a chart.

S. M. Etter, of Bloomington, moved that a committee be appointed to secure the publication of the transactions of the Association, by soliciting subscriptions from the members present.

D. S. Wentworth, of Blue Island, moved, as a substitute, that the matter be referred to a select committee, to report to the Association this afternoon. Substitute accepted and adopted.

*Committee*—S. M. Etter, of Bloomington; J. H. Rolfe and J. F. Eberhart, of Chicago.

Adjourned to 2 P.M.



## AFTERNOON.

Association was called to order by the President.

N. E. Worthington, Superintendent of Peoria county, presented a paper on the subject of *County Normal Schools*.

Miss Mary R. Gorton, of Cook County Normal School, read an essay.

Prof. Root not being present to lead the music, Mr. Tinkham, of Boston, invited the Association to join him in singing old *America*, which was done heartily.

The Committee on Nominations reported, and report accepted.

On motion of J. F. Eberhart, of Chicago, the Secretary was authorized to cast the vote of the Association for the officers named in the report of the committee.

The following gentlemen were then declared elected to fill the offices of the Association for the ensuing year:

*President*—George Howland, of Chicago. *Vice-Presidents*—1st District, O. S. Westcott, Chicago; 2d, F. A. Hall, Aurora; 3d, John Phinney, Sterling; 4th, T. C. Swafford, Monmouth; 5th, Prof. Geo. Churchill, Galesburg; 6th, Thos. H. Clark, Ottawa; 7th, O. F. McKim, Decatur; 8th, W. L. Pillsbury, Normal; 9th, L. Kingsbury, Havana; 10th, H. Higgins, Jacksonville; 11th, ————; 12th, J. P. Slade, Belleville; 13th, E. P. Burlingham, Cairo; At large, J. H. Blodget, Rockford. *Secretary*—M. R. Kelly, of Morrison. *Treasurer*—H. C. DeMotte, of Bloomington. *Executive Committee*—S. M. Etter, of Bloomington; W. A. Jones, of Aurora; D. S. Wentworth, of Blue Island.

Recess.

Mr. Tinkham, of Boston, sang a song.

S. M. Etter moved that when this Association adjourn it be to meet at Bloomington and Normal.

W. S. Coy moved to amend by substituting Aurora in the place of Bloomington and Normal.

Mr. Hynes, of Bond county, moved to substitute Springfield.

After much spirited discussion, Cairo was selected as the place for the next meeting,—Mr. Morgan, of Cairo, having assured the Association that they would be cordially welcomed, and that the ladies who might be in attendance should be furnished with free entertainment.

Prof. J. F. Eberhart, of Chicago, moved that, if the Illinois Central Railroad will not return the members of the Association free from Cairo, the Executive Committee be authorized to change the place of meeting.

The Committee on Publishing the Transactions of the Association reported, and, on motion, the report was taken up and adopted in the following form:

The committee to whom was referred the subject-matter of publishing the proceedings of the Association, together with the addresses

and essays read at the meeting, would respectfully beg leave to report the following, viz.:

1st. The committee would recommend that the proceedings, addresses and essays be published at the expense of the Association.

2d. That a committee of three, consisting of Messrs. D. S. Wentworth, of Chicago; S. H. White, of Peoria, and Albert Stetson, of Normal, be appointed to superintend the publication, and that they be instructed to publish such a number of copies, at the lowest rates, as they shall deem necessary.

3d. That the committee, if there be not money enough in the treasury to pay the expenses of publishing the same, be authorized to collect additional funds from the members of the Association, by taking subscriptions for additional copies at 50 cents each.

4th. That a copy be sent to each member of the Association.

S. M. ETTER,  
J. F. EBERHART, } Committee.  
J. H. ROLFE,

The Treasurer gave the following statement:

W. B. POWELL, in account with the ILLINOIS STATE TEACHERS' ASSOCIATION.

<i>Dr.</i>	
To amount received from former Treasurer.....	\$78.50
Membership fees.....	189.00
	<u>267.50</u>
<i>Contra.</i>	
By amount paid on sundry bills.....	\$108.05
Balance.....	159.45
	<u>267.50</u>

The President, being requested to appoint delegates to the National Teachers' Convention, announced that he would authorize any member of the Association who might be present at the next meeting of the National Teachers' Convention to represent the Illinois State Teachers' Association in that body.

The Committee on Resolutions reported as follows:

1st. *Resolved*, That the changes in the School-Law recommended in the communication of the Hon. Newton Bateman, Superintendent of Public Instruction, to this body, are heartily approved, and the same are respectfully urged upon the attention of the next General Assembly. These changes are as follows:

That a permissive or enabling act be passed, authorizing Boards of Supervisors or County Courts to appropriate funds or levy taxes to establish and maintain County Normal Schools.

That Directors be authorized to pay teachers monthly.

That the word 'white' be stricken from the School-Law.

2d. *Resolved*, That it is the deliberate opinion of this Association that the establishment of the National Department of Education was a wise and necessary measure of public policy, and that the premature abrogation of the said department, after the short and wholly insufficient trial of its power and usefulness, must and will be greatly deplored by every intelligent friend of education.

3d. *Resolved*, That copies of the foregoing resolution be sent to our Senators and Representatives in Congress, with our earnest and respectful request that they use their influence to secure the renewal of the appropriation for said department.

4th. *Resolved*, That this Association take just pride in the Normal University of this state for the noble work it is doing in the training of teachers, that they recognize and acknowledge the eminent services of its President and his coadjutors in the cause of popular education.

5th. *Resolved*, That the Association return thanks to the Executive Committee for their services in preparing the excellent programme of this meeting; also, that they return thanks to the persons who have presented addresses or papers, and to the officers of the Association.

6th. *Resolved*, That the thanks of this Association are hereby tendered to the City Council of Peoria, for the use of Rouse's Opera Hall; to the City Board of Education, for the use of the school building; to Prof. A. J. Cole, Principal of Cole's Central Illinois Business University, for the use of the University rooms; to the local Committee of Arrangements, of Peoria; to the reporters of the press; to the hospitable people of Peoria; to the officers of the several railroads, for the liberal reductions of fare; to the members of the Association.

7th. *Resolved*, That, in view of the alarming prevalence of juvenile depravity and crime, especially in the large towns and cities of our state, and of the wholly inadequate means provided by law for the reclamation and reformation of young offenders, we respectfully urge upon the executive and legislative authorities the absolute necessity of putting into immediate operation the act of the last General Assembly establishing a State Reform School.

8th. *Resolved*, That the Association regard the work laid out for the Illinois Industrial University as being in full harmony with the purposes of educational labor; that they have the fullest confidence in its Regent, Dr. J. M. Gregory, as an educator whose long experience, learning and high ability especially fit him to carry into successful operation this broad and liberal enterprise.

S. M. ETTER,  
J. F. EBERHART, } Committee.  
C. C. BUELL,

Prof. Shurtleff, of Chicago, offered the following resolution, which was adopted:

*Resolved*, That we earnestly favor the adoption of the Township System of Schools, as recommended by the Hon. Newton Bateman, in place of the present District System.

Prof. Shurtleff, from the Committee on Criticism, censured in justly severe terms the conduct of many of the teachers in the back part of the hall, for their utter disregard of order and the common etiquette of a public assembly. He also regretted to see the improper use of vowel sounds so common among those who are giving daily lessons to the young of the state.

Prof. Metcalf, of Normal, from the same committee, also spoke of the disorder in the remote part of the hall as being entirely unbecoming to teachers, and in a high degree annoying to those who wished to listen to the exercises.

The President, Dr. Gregory, not being able to be present in the evening, made very appropriate remarks expressing his sympathy with and interest in the work of the public schools of Illinois.

In the evening, Dr. Vasey, of Richview, delivered an address. Subject: *The Teaching of Natural History in our Schools*. This was followed by a lecture from Prof. J. D. Butler, of Madison, Wis., on the use and importance of a *Common-Place Book*.

Association adjourned to meet next year at Cairo.

E. C. SMITH, Secretary.

## CULTURE OF LANGUAGE.—III.

THE present object is to call attention to the use of language by children reading in the primer. Partly from natural timidity, and partly from habit, or as the result of their associations, their language is generally in the form of short answers or elliptical expressions, by which their thoughts are imperfectly represented. The first work of the teacher naturally is to remove any feeling of restraint or embarrassment which children may experience, and, by his manner toward them and the exercises he gives them, to make them feel at home in the school-room. Nothing can do more to secure freedom and ease of expression than that familiarity by which the teacher places himself on a level with the children and becomes, for the time, a leader among them, rather than that most august personage who inspires their respect by manifesting a coldness and distance toward them.

As children of this advancement are not generally able to write, their exercises will have to be oral. The reading-lesson affords an excellent opportunity for exercise in expression. Suppose the lesson to be about the Cat. The few short sentences in the book are sufficient to lead to a general conversation about the subject, in which the children will, with unrestrained manner, tell many things of their respective cats. Still other expressions may be drawn out in answer to questions asked by the teacher. Various incorrect expressions will be used, which the teacher will not, of course, allow to pass uncorrected. Among others it may be necessary for him to say to the class that she catches (not ketches) mice; she gets (not gits) meat; she lies (not lays) on the rug; she ran (not run) after the mouse, etc. Reference should be frequently had to the mistakes made, so that they shall not be forgotten by the pupils while at home or engaged in their sports. When teachers remind themselves of the forgetfulness of older people, they will readily see the necessity of frequent repetition with children.

The object lessons or oral exercises which are given to little children furnish one of the strongest reasons for their own use, in the opportunities they afford for cultivating and enlarging the use of language. Presenting, as they do, the idea which calls for the expression, then the word which expresses the idea, they harmoniously enlarge the boundaries of knowledge and the capacity to convey it. The result will be the encouragement of a comprehensive use of words, which will result in natural and easy expression.

As soon as the child is able to print or write, he should be encouraged to form upon the slate sentences about things with which he is familiar. These may be answers to questions asked by the teacher, as "What can the dog do?" "Where does the bird build her nest?" etc. These give opportunity to practice the pupil in spelling, and also to introduce the period.

## EDITORIAL DEPARTMENT.

## EDITOR'S CHAIR.

THE STATE ASSOCIATION.—Of the recent meeting of the Association, the hearty expressions of satisfaction from all present are a sufficient encomium. The attendance was as large as at any former meeting, and, judging from the largely-increased receipts of the Treasurer, it was greatly in excess. In its faithful attention to the business properly before it, the meeting was a model of excellence and a credit to our profession. Of the character of the work done, the readiness and the unanimity with which the Association determined to publish the proceedings as the first volume of its transactions attest the value. In point of literary merit, educational worth, and practical value, the exercises were, as a whole, we think, superior to those of any former meeting. For this the greatest credit is due to the Executive Committee, who prepared the programme and made all the preliminary preparations. The new feature, the division into sections, was universally approved. If, by any arrangement, the committee can so manage that one can be in three places at once, the last possible objection will have to withdraw its shadow.

The promptness with which those whose names appeared on the programme responded to their engagements is worthy of mention. In every instance save two they were present, ready for duty.

The overcrowding of the programme was the only criticism which could be made concerning the arrangements. Discussions, if made too prominent, are apt to become windy and aimless; but a spirited canvassing of some of the questions presented might have brought out further ideas and aided in reaching intelligent conclusions. In one or two instances exercises were cut short, by lack of time, which might have been continued longer, much to the profit and pleasure of those present.

At the risk of making this article somewhat lengthy, we venture to make a few suggestions concerning future meetings of the Association, some of which are practicable now, and all of which, we hope will be found so in time.

I. That the time of its meeting be changed to some week in the autumn season. The time now used is the best that can be selected, otherwise. But there are very evident objections to it. During the holiday season more than at any other time occur the family réunions and the social festivities of the year, when teachers wish to be at home to enjoy the greetings of the occasion and add to its pleasures. There are many of our brethren in the state who consider the holidays a time when there is a moral duty resting upon them to be with their families, and the feeling is one which all will appreciate. For the reasons indicated, it is also a time when people prefer to enjoy the pleasures of the home circle alone or in the society of family friends. We doubt if there is any other time, save during the hot month of August, when it would be more difficult to find accommodation for the Association than during the holidays.

II. That such needed legislation, if any, be secured as shall authorize school-directors to permit their teachers to attend the meeting, their salaries



being continued, meanwhile, *on condition of their attendance*. We imagine some of our friends to good-naturedly laugh at this idea and call it visionary. But why not? In the first place, we believe that the result upon the schools of the state will be that the aggregate of real, profitable teaching for the year will be largely increased, and that an important step forward will be taken in the cause of education throughout the state. Especially would this be the case if, in anticipation of such attendance, the programme provided for a greater number of section exercises similar to those at the late session. By this means the meeting would assume more the character of an institute at which the exercises are conducted by the best talent of the state, and it might be made to take the place of the fall institutes. But it will be urged that school-directors are too parsimonious to allow their teachers to attend this meeting and continue their salaries. Doubtless many are so. But we believe there are boards of education and school-officers enough in the state who have the enlightenment to appreciate the profit of such a plan, and the liberality to allow it, to gain for the movement the respect of every body and to secure for it a very general adoption. Such an attempt was tried in Massachusetts, three years since, and enough of the school-directors complied with a simple request of the officers of the State Association to secure at once by far the largest meeting ever held in the state. The practice is continued, with increased attendance, till at the meeting held last October full three thousand teachers were in attendance. We are mistaken if there is not enough of the Massachusetts spirit in the leading educational state of the great valley portion of our country to adopt any measures which will result in real progress.

III. That the customary expectation of free entertainment of those in attendance be abolished. The teacher's salary has become sufficiently liberal to allow him to go abroad without being recognized as a subject of public beneficence. The abolition of the custom would accord with the views of a large number of the members of the Association, and would gain for teachers the greater respect of community. Such a course would not, probably, make a very great difference with the practical results, for there are always numbers of those who would invite teachers at such times, voluntarily; and hospitality tendered thus is much the more genial.

IV. That the meetings of the Association be held in such places as can furnish public accommodation for those who wish to attend. This suggestion is a sequence to what has already been said. Such places may not be in the geographical centre of the state, but they are generally more accessible. We said *they*: properly the pronoun should be singular, for Chicago is probably the only place at present which can comply with such conditions. Whenever there are other places which can accommodate the Association, let it go there, by all means.

*Note.*—The following resolution, adopted at the late meeting of the State Teachers' Association, was not received from the Secretary till the proceedings were in print. Hence we insert it here. The resolution was introduced by Mr. Morgan, of Cairo.

*Resolved*, That a committee of five be appointed to coöperate with the State Superintendent in presenting to the Constitutional Convention to be called for the State of Illinois its educational interests.

The following were named and chosen as that committee: B. G. Roots, of Tamaroa; H. L. Boltwood, of Princeton; J. L. Pickard, of Chicago; J. G. Morgan, of Cairo; N. E. Worthington, of Peoria.

ILLINOIS.—We have just received the Seventh Biennial Report of the Superintendent of Public Instruction, and give our readers a synopsis of its contents, promising a more extended analysis next month. Like all of its predecessors, it is of great value—embracing, in addition to the usual statistics, accounts of the various colleges, seminaries and academies of the state, auxiliary educational agencies, etc. Illinois may well be proud, as she is, of her able State Superintendent of Public Instruction, whose educational labors and reports place him in the front rank of American educators.

The total common-school revenue received from all sources, during the two years ending September 20, 1868, was—for 1867, \$5,707,810; for 1868, \$6,896,879; total, \$12,604,689. Expenditures for the same period were—for 1867, \$5,571,703; for 1868, \$6,430,881; total, \$12,002,584. Of this, \$3,139,626 were paid to male teachers, and \$3,235,638 to female teachers. The total common-school fund of the state amounts to \$6,348,538.32.

The whole number of white persons in the state under 21 years of age—for 1867, 1,194,685; for 1868, 1,256,718; increase, 62,033. Whole number of white persons in the state between the ages of 6 and 21 years—for 1867, 781,944; for 1868, 826,820; increase, 34,876. Whole number of colored persons in the state under 21 years of age—for 1867, 8,962; for 1868, 9,781. Whole number of colored persons between the ages of 6 and 21 years—for 1867, 5,472; for 1868, 6,210.

Confining ourselves to the year 1868, we find the number of graded schools to be 634; number of private schools, 584; number of school-houses erected, 653; number of school-districts, 10,590, of which 10,117 have had schools of 6 months or more, but only 4,564 have kept records according to law.

Total number of pupils reported, 706,780. Number of male teachers employed, 8,240; of female teachers, 10,797; total, 19,037.

Teachers' Institutes have been held in 71 counties, in 45 of which more than one has been held. In all, 159 institutes were held during the year, attended by 6,120 teachers, who listened to 272 lectures besides regular instruction. For the support of these the county authorities have appropriated \$1,814.

The number of schools visited by County Superintendents was 8,732. The number of certificates of first grade granted was 2,634; of second grade, 10,571.

The Report, after giving the general statistics—including receipts and expenditures of the Normal University,—discusses the statistics; auxiliary agencies—as the various associations, institutes, etc.; gives an analysis and exposition of the school system; names proposed amendments; gives a full account of the various state institutions, also of the colleges of the state; female colleges and seminaries having a four-years course; academies and seminaries of various grades; theological and church schools; public libraries; a model graded school; the Western College Association; the Western Social-Science Association; the National Department of Education—an able plea for its continuance. The Appendix contains the Report of the Board of Education, History of the Normal University, and Report on County Normal Schools.

There are 20 colleges and universities reported; 12 female colleges and seminaries with a four-years' course, 3 with less than four years, and 16 academies, etc. Of theological seminaries, etc., there are 9; of medical schools, 3.

It will be seen that the Report covers an unusual amount of valuable matter, and should be in the hands of all.

**PRACTICAL SCHOOL WORK.**—We propose giving each month something by way of explanations, illustrations, examples, questions, etc., which pertain to the daily work of the school-room; something which our fellow teachers can make of service in aiding them in their labor. Our friends are urged to contribute the results of their own experience for use in this connection.

**Grammar.**—The following questions are intended for use in an oral examination. The exercise is conducted by each pupil's drawing from the whole number a slip of paper containing one of the sets of questions and, after an opportunity for a minute or two thought, being called upon to answer them. Each set contains questions selected from different portions of the study, that there shall be a better and fairer opportunity to test the pupils' knowledge of the whole subject. The questions here given are upon Orthography and Etymology only, and do not embrace by any means the whole of these subjects.

Define *prefix* and *suffix*. Of what use are they? Illustrate. How do nouns form the possessive? Correct "I saw her as him and me was coming up."

What is declension? Illustrate. Why are some words called pronominal adjectives? What are their classes? What is an impersonal verb? John, come here. Parse John.

What is the difference between *Grammar* and *English Grammar*? Classify the different kinds of nouns. What rule for capital letters applies to nouns? Write on the blackboard and correct "*when gen grant Came from new york He passed over the N Y central r r.*"

What is Orthography? Of what utility is a knowledge of Grammar? What properties have nouns? How would you illustrate what is meant by *person*? Correct "*I cant see them numbers.*"

\* What is Spelling? What impression is gained from a person's spelling? What are the ways of distinguishing sex? What is a connective? Name them, and show the office of each.

What is the difference between the vowels and the vocals? What determines the correctness of speech of children? How would you illustrate what is meant by *number*? Correct "*Be you coming to school?*"

Name and give the use of the auxiliaries. What are the uses of *shall* and *will*? Correct "*He come to the city yesterday,*" and "*After the vessel had sank, we set still on the shore.*"

When is a noun in the independent case? Illustrate. What are the principal parts of a verb? Why are they so called? "*He has what I want.*" Parse what. Correct "*I have wrote two lines.*"

Correct *fameous*, *agreeable*, *something*. How are the articles used? What relation is implied by the word *upon*. How would you illustrate it. If *who* relates to persons, how can you say "*the horse whose shoe was lost threw his rider*"?

What is the difference in form between the *progressive form* and *passive voice*? In idea? Name the possessive singular and plural of the personal pronouns. What is the use of the conjugation of the verb?

Of what utility is the analysis of words? What common errors prevail in pronouncing the words *of*, *and*, *been*, *history*, *every*? What is Case? How would you give an idea of it to a child? Correct "*He done it well.*"

What is Comparison? Name and define the degrees. Give the synopsis of *sit* in the indicative mode, third person, plural. Correct "*I seen him when he done it.*"

Why spell *cities* and *turkeys* with *ie* and *ey*? Why write *tried* and not *tring*? Give the classification of adjectives. What is a preposition? What are the uses of *what*? Illustrate.

What is an adverb? Name one of each class. Would you say "*He feels bad,*" or "*He feels badly?*" How can you know if a verb is irregular? Correct "*He laid on the sofa.*"

Correct these errors and give reasons: *beting*, *wifes*, *glorious*. How can you distinguish the cases? What is an interjection? Give example. Write the possessive plural of *boy*, *man*, *lady*, *witness*, *she*.

How are adjectives compared? He said that that that that boy parsed was a pronoun. Of what part of speech are the *thats* in the foregoing sentence? Correct "*Will I have to lose my seat?*"

**Reduction of Common Fractions to Decimals.**—Take  $\frac{3}{4}$ ; multiply both terms by 1000, changing its form to  $\frac{7500}{10000}$ ; divide both terms by the significant

figure of the denominator, 8, changing its form to  $\frac{875}{1000}$ , or, when expressed without the denominator, .875. All common fractions may be treated similarly.

Again: take  $\frac{7}{8}$ , or 7 units divided by 8,  $8\overline{)7}$ . Apply the same analysis as in simple division. 8 is not contained in 7; reduce the 7 to tenths and divide; 8 is contained in 70 tenths 8-tenths times, with a remainder of 6 tenths: write the 7 tenths in the quotient and proceed in a similar manner with the remainder. By this method the decimal-point is fixed when the first quotient-figure is written.

Again: take  $\frac{3}{1000}$ ; multiply both terms by the quotient arising by dividing 10 or some multiple of ten by the significant portion of the denominator, in this case 2; the result is  $\frac{6}{10000} = .0006$ . In many cases the resulting decimal will be mixed, as in  $\frac{4}{700}$ ; multiply both terms by  $1\frac{1}{2}$ ; the result is .005 $\frac{1}{2}$ .

*Query.*—Is one of the geographies in common use correct when it says "North America lies upon the globe directly opposite the great mass of the Old World"?

**ANECDOTES OF THE MICROSCOPE.**—A most curious and interesting case of murder was decided by this most wonderful silent witness. The individual whom the whole circumstantial evidence pointed at as the guilty man claimed that the bloodstains found on a knife, acknowledged to be his property, were from a lamb which he had killed the day before. The microscope was brought to bear upon the instrument by men known to be ignorant of the circumstances of the case. The bloodstains were not only found to be those of a human being, but the microscope revealed on the blade—what had been imperceptible to the naked eye—a secretion peculiar to the glands of the throat. Stranger still, it pointed to cotton fibres on the blade of the instrument. "The knife," said the microscopists in their report, "has been used in cutting through cotton into the neck of the human body." Now listen, and wonder at the powers of this wonderful silent witness. The murdered man had been found with his throat cut through the neck-band of his cotton shirt. The evidence was as conclusive as though a voice from the clouds had proclaimed, in tones of thunder, "Thou art the man!"

A few years ago a man under trial for murder in Western New York asserted that bloodstains on an axe found in his possession were from a dog which he had killed. The case was referred to Prof. Hadley, of Buffalo, who was purposely kept in ignorance of the circumstances. Submitting the bloodstains to microscopic inspection, he decided that they were from a dog, thus confirming the poor man's testimony.

Some hundred years since it was asserted by a learned savant of France, in contradiction to history and tradition, that the wrappings of the Egyptian mummies were of cotton. From this sprang a voluminous and curious discussion, pro and con. In the midst of these philosophical discussions, some man conceived the idea of appealing to the microscope, when the question was for ever settled. It was then discovered that the fibres of the cotton were composed of transparent tubes, while those of the flax were jointed like cane. The fibre of the mummy-cloths was shown to be jointed, as in the flax of the present day.

Exchange.

**CURIOUS FACT IN PHOTOGRAPHY.**—When a glass plate has served its turn as a negative, the film of collodion is removed from it, and it may then be used for a new photograph. It is found that, unless extreme care be used, some faint traces of the former picture will remain, and these may appear as a sort of ghostly attendant upon the second picture. A photographer in trying to use an old plate, on which had been a negative of Prince Albert, could not wholly erase the image: wash as he might, the image of the prince always accompanied the subsequent picture. A person at Brussels received a box of glass plates, highly polished, and each wrapped in a piece of newspaper. A lady sat for her photograph—one of these plates being used,—and both photographer and lady were astonished to find her face in this picture covered with printed characters—easily read,—the ghost of a political article. Prof. Draper believes that the day is not far distant when even the walls of our houses will give out impressions of things done.

A. S. KISSELL, Esq., of Davenport Iowa, has been appointed State Superintendent of Public Instruction for that state, in place of D. Franklin Wells, deceased. The appointment is one eminently fit. Mr. Kissell was formerly Superintendent of Schools at Davenport, where he met with distinguished success.

DIED.—In Normal, Ill., on Friday, Jan. 15th, RALPH ALLEN, son of Dr. Richard and Betsy J. Edwards, aged 4 years.

Mr. and Mrs. Edwards and family desire to express to their friends their heartfelt acknowledgment of the kind and cordial sympathy extended to them in their recent affliction. Nothing short of the Divine support affords such consolation for the loss of the child, who was the object of so many hopes, as the expression of the deep feeling manifested in this case. The memory of these kind offices will always remain to soften the anguish of this experience.  
Schoolmaster.

WOOLWORTH, AINSWORTH & Co.—Among our new advertisements, this month, our readers will notice that of this firm. Under their present name they have not been long in the field; yet their capacity and strength as a publishing-house place them with the oldest. Their catalogue of educational works embraces some of the best and most extensively-used text-books found in the schools of the country. Other works, though comparatively new, are receiving the encomiums of the best educators, and are rapidly finding their way into extensive use.

BLACKBOARDS.—The new style of blackboard exhibited at the late meeting of the State Association left a universally favorable impression of its excellence when its *cheapness* is considered. Mr. Wilder, whose advertisement appears in the proper place in the Teacher, devotes his whole time to his business, and we know, from experience, that he does excellent work. He does all his work himself, or by his own skilled workmen. He has no agents.

SCHOOL FURNITURE.—Until recently the manufacture of School Furniture in this state has been confined to the City of Chicago, where several enterprising firms, most of them represented in the advertising pages of the Teacher, are engaged in this business. Other localities, however, are now competing for a portion of the trade. Fisher & Co., of Mendota, whose advertisement appears this month for the first time, propose to sell the best furniture cheaper than any house in Chicago. Mendota is at the intersection of the Illinois Central with the C. B. and Q. Railroad, making it an excellent point from which to ship in any direction.

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## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

SCHOOL STATISTICS OF THE STATE.—The following educational statistics, for the year 1868, are taken from the message of Governor Oglesby to the Legislature now in session:

Whole number of schools in the state, Sept. 30, 1868.....	10,705
School-houses built .....	653
Whole number of school-houses.....	10,381
Whole number of teachers—males.....	8,240
Whole number of teachers—females .....	10,797
Total teachers in 1868.....	19,037
Number of school-going children between the ages of 6 and 21.....	826,820
Number actually attending school.....	706,780
Of the whole number of school-districts in the state (10,590), schools have been maintained for six months or more in the year in.....	10,110

*School Receipts and Expenditures.*—The following is a statement of the revenue received and disbursed for the school year ending September 30, 1868:



*Received.*

Interest on school-fund .....	\$54,565
State two-mill tax fund .....	900,000
Interest on county fund .....	20,346
Amount of fines and forfeitures collected .....	27,004
Amount of special district-tax funds .....	4,250,679
Amount of interest of township funds .....	493,086
Amount received from sales of school land .....	20,849
Amount received from other sources .....	716,548
Balance in hand October 1, 1867 .....	494,802

Total received (including balance) during the year ending September 30, 1868.....\$6,897,879

*Expended.*

Paid to male teachers .....	\$1,710,361
Paid to female teachers .....	1,822,282
	<hr/>
	\$3,532,612
For building school-houses .....	1,236,890
For school-house sites .....	130,514
For purchase of school-houses .....	13,652
For rent of school-houses .....	19,806
Repairs and improvements .....	362,224
School furniture .....	112,675
School apparatus .....	37,873
Books for district libraries .....	4,048
Fuel and other incidental expenses .....	407,550
To township officers and others .....	142,454
For all other purposes .....	430,552
Total expended in 1868 .....	\$6,430,881

NOTES FROM CHICAGO. — *Institutes.* — Our November Institute was devoted to section work by grades. In the Principals' Section the subject of marking scholars in recitation was discussed. Our Superintendent, in his last Annual Report, makes some strictures on the system, under the head of Incentives to Study. The awarding of all medals and prizes based upon the system of marking in recitation he thinks of doubtful propriety, as all such tests fail to show the actual growth of pupils whose natural endowments are inferior to those of their brighter competitors. He says upon this point, however, that it is easier to point out the evil than to suggest the remedy. Of the practice of the teacher's class-book being open to the inspection of pupils the Superintendent says: "In many instances it has an evil effect, and I can see no possible good to flow from it. Teachers under such a practice mark higher than they otherwise would, or with less range of merits than the facts demand. They lay themselves open to importunities, on the part of disappointed pupils, every day, and at almost every hour of the day. Entreaties with tears, or backed with frivolous excuses, will some times lead to the changing of marks, to the relative injury of those who bear the marks given without complaint." It leads pupils to complain of the partiality of teachers, and encourages them to strive for high marks, rather than for good, sound scholarship. It would not be at all strange if the temptation placed before some, of not excessive honor, should be found too much for them to resist, and, in the absence of the teacher, the rubber and pencil should do what hard study had failed to do. The book in which record of daily recitations is kept should in all cases be the teacher's private property, until, at the end of the month, the results are grouped and furnished to the parents. In the discussion at the Institute, Mr. George P. Welles, of the High School, a well-known advocate of the marking system among us, defended his views, as well as his practice, as follows: "Perhaps no subject has engaged the earnest attention of teachers more than the proper incentives to study to be placed before pupils to produce the best results—scholarship, attendance, and deportment. Various systems of reward and punishment have been proposed and adopted; and, while the advocate of each thinks his plan the best, he is ready to admit that it falls far short of perfection. The fault common to all seems to be that they offer base and ignoble motives of action; that they appeal to selfishness and ambition, rather than to

high moral principle. Hence the conclusion follows that such low incentives to right must be wrong from their very nature. This conclusion is plausible, and would at once condemn the use of such incentives, provided they were to be offered to a school composed of perfect beings, in which the consciousness of having done right would be a sufficient reward. But we must remember that our scholars are human beings, born of human parents; and if their fathers and mothers, with the advantages of age and experience, need the rewards and punishments which law and society confer to keep them straight, we can not expect much more from their children. The system most favored is that of marking the daily recitations, and fixing the rank of the scholar at regular intervals from the averages of these marks. While this plan is open to the objections previously mentioned, as well as to many others, it seems, on the whole, to be the best yet devised. And so, in default of a better, I unhesitatingly pronounce myself in favor of the 'Marking System'. There is a certain good result aimed at—a high standard of scholarship; and I consider myself justified in using any method not absolutely wrong to obtain this result. I would not at all imply by this that the lower incentive should be chiefly employed: I would keep before the mind of the scholar continually the higher motives of action; but I would not hesitate to supplement these, whenever they failed, by more potent, though less noble, considerations. Though I would not do evil that good may come, yet, if the good were a very great one, I would approach as near the 'dead line' as was possible and proper to accomplish the desired result. I would say to a scholar Do right because it is right; because God, your parents and your teacher desire it; because it will make you a better man and fit you more truly for your present and future life. And I would also say Do right because, if you do, you will be rewarded by me, and if not, punished. How many of our acquaintances are influenced in their actions solely by a sense of right, and not partly by legal and social rewards and punishments? While such a system, in itself, may be worse than no system, in its results it is far superior. I desire to be treated civilly by my fellow men because it is right; but if they are not influenced by this motive, I do not therefore decline the protection of the law. Assuming, then, that the 'marking system' is correct, I claim that the best results can be derived from it by allowing the scholars to see their marks as often as practicable: more than this—that they should be encouraged to take an interest in them. The Superintendent, in his report, has adduced several reasons against this practice. While I admit the possibility of their validity, I assert most positively that I never knew an instance in which any one of them was applicable. Scholars properly trained do not employ tears and entreaties to induce their teacher to change their marks. Nor would a teacher fit to be trusted to mark at all be influenced by any such entreaties: still less would he be influenced to mark contrary to his sense of right by the fear of the criticisms of his pupils. As to the statement that scholars might surreptitiously change their marks, I fear that it may suggest to them a hitherto unthought-of crime. The argument that scholars will be encouraged to strive for high marks, rather than for sound scholarship, may be a valid one against marking at all, but surely not against allowing them to know what they are marked. So much in reply to the Superintendent's Report. On the other hand, I claim that the influence of a good or poor mark is lost by delay. The result must immediately follow the cause, that the connection between the two may be plain. If scholars are not allowed to see their marks, they cease to care for them, and their influence is lost. Especially is this true of the mediocre scholar, who would be most influenced by them. I should consider the system valueless if scholars were only allowed to know their general averages, and then only at long intervals.".....A new independent primary school has been established, styled the *North Branch Primary*. Miss F. Emma Coss, assistant in the Newberry School, has been appointed Principal of the same, at a salary of \$1000 per annum.....Miss L. C. Perkins, of the Haven School, has been assigned to special duty as teacher of Reading in a number of our schools as an experiment, in accordance with the recommendation of the Superintendent.....S. A. Briggs, Esq. (former Editor of the *Teacher*), Vice-President of the Board of Education, delivered a lecture before the Teachers' Institute in December, on the *Study of the Natural Sciences*.....Since the opening of the year two new school-houses have been dedicated. The new Franklin School-building is erected on the

site of the old structure, and is, perhaps, the most complete in its arrangements of all the school-buildings of the city. It is capable of accommodating about 1000 pupils, and is erected at a total cost, exclusive of building-lot, of \$66,753.73. The dedicatory exercises were presided over by S. A. Briggs, Esq., Vice-President of the Board of Education, and consisted of addresses, songs, and other literary exercises. Our limits allow us to place before our readers only a portion of the things done. The following is the dedicatory hymn, composed for the occasion by George Howland, Esq., Principal of the High School, and sung by the school choir.

To the Giver of all blessing,  
In whose strength this house we raise,  
Thankfully his care confessing,  
Now we lift the voice of praise;  
May that eye that knows no sleeping  
Have it ever in his keeping,  
Making it a beacon-light,  
Guiding safe to truth and right.

Hitherward their footsteps turning,  
Long may happy children throng;  
Here increase in useful learning,  
Here the tender mind grow strong;  
Here no withered leaves, but rather  
Richest fruitage may they gather,  
Guided by true wisdom's light  
In the way of truth and right.

Free alike to high and humble,  
May its doors be opened wide;  
Never till its walls shall crumble  
Shall the poorest be denied.  
Here their common blessings sharing,  
While their common burdens bearing,  
May warm zeal their hearts unite  
In the love of truth and right!

Here may pleasure flow from duty,  
Happiness with labor blend,  
Humble use be clad with beauty,  
Kindness over all extend;  
Thus our land shall feel each hour  
New increase of living power,  
In its youth ended with night  
In the cause of truth and right.

Superintendent Pickard said the school was a copartnership, in which the parents furnish the capital, the teachers do the work, and the children must give character to the firm. He deemed four or five hours of study each day ample for the pupils, and advised them to use the remaining spare time in healthful exercises. They had no occasion to study much out of school. He enjoined upon them studiousness, cleanliness, honesty, order, obedience, and love. Stepping to the blackboard, he explained to the pupils that the initials of those nouns would state what their faithful observance would inevitably bring—S-C-H-O-O-L. On the contrary, he urged them to avoid laziness, obstinacy, obscenity, hypocrisy, churlishness, and selfishness—which would reverse the title. The explanation drew forth the cheers of the pupils. Jeremiah Mahoney, Esq., Principal of the Wells School, recited a poem entitled *The Franklin Restored*. The introductory lines were composed for the benefit of some of the city press who have been instrumental in stirring up the recent popular excitement on the subject of corporal punishment. They were as follows:

Look not for daisies in the frozen sod,  
Or buds poetic on correction's rod,  
From wretches scorned by women, men, and gods,  
Squeezers, Thwackums, Pelburys, and Ichabods,  
From 'stalwart ruffians' claim no tender rhymes,  
To this attest the Tribune and the Times,  
Who load our brotherhood with sore reflections  
Upon the score of early recollections.  
Though hard and sour, our sympathies are racked  
To think how they, poor chaps, at school were whacked.  
Although, unflogged, long years they've passed away,  
They whine and scream as if 't were done to-day;  
At wrongs of ages dead their arrows shoot,  
Rake up old fires and blow the smoke and soot.  
Their ends were shaped by pedagogues unkind,  
Who 'made their marks', and left the same behind.

The following extracts from the address of Hon. J. A. Jameson are worthy careful consideration by all teachers: "Not to be tedious, I will premise that the greatest practical error of the educator and of the pupil at school, the one that is soonest made evident to him when he leaves the school-room for the rough tumble of active life, the error which shall form the text of the few remarks I shall make here, is in supposing there is any considerable value in the mere knowledge that can be acquired at school or elsewhere. Knowledge is a collective term expressive of the sum-total of what we know—the mathematical, chemical, astronomical, philosophical and other facts which we have come to possess for future use. From my own experience, I am convinced that under the pressure from educational systems, and especially under that of competitive examination, in which the standing of the pupil is determined by the amount of knowledge or of facts acquired by him, and that of the teacher by that which he can compel the pupil to acquire, both teachers and scholars

can hardly avoid giving to mere knowledge an undue value. It is not so much knowledge—a store of facts—that we need in the battle of life, as education.—that which is the result of knowledge taken into the system and making of us stronger and nobler men. Education is a growth in which wisdom is assimilated; and as its fruit there appears beauty of life, as well as a mind stored with knowledge. In one sense a man may be highly educated that knows neither chemistry, nor history, nor other science. He may be in spirit and manner a gentleman. Such an education, though not the best, is better than no education. A man who has mastered mathematics and all the exact sciences, who knows a million of interesting facts, loving them like our old friend Mr. Gradgrind, may be at heart a man: but what he knows does not ‘strike in’, but remains, as it were, plastered over what our geometers call his superficialities. It has been said of the Highlander—somewhat unjustly, I think, for I myself am a Scotchman—that ‘if you scratch through his skin, you will never fail to find the savage.’ It certainly is so with the man of mere facts. The knowledge he has shows no finish in his life or character. Education manifests and shows itself in the blood. The temper becomes soft, and the crude humors which make the man a savage are drawn out by it. Education kneads the golden rule into one’s grain, so that his instinctive actions are kind and just.” “True education does for man what a fertilizer does for a tree: it quickens and invigorates all his native powers. The education which plasters a man over with a patch-work of facts and formulas does for him what the gardener would for the tree were he to baste his manures in tags over its trunk and leaves and flowers. Think of treating a tree thus, in stead of digging about its roots and infusing the fertilizing substance into the sap, as nature dictates! Perhaps the most repulsive sight in nature is that of a man of mere understanding who has acquired a vast number of facts. How he prides himself on his dry old catalogues—chemical, physiological, mathematical! How he perks them into your face, making, as the Germans say, ‘great eyes’ at you, as seeking the meed of your admiration for his vast attainments. He is a disgusting object. He has neither imagination nor reason, except as the savage has, in its rudiments; to him there is no high region of faith, not even such a thing as poetry; he believes nothing that he can not taste, or see, or feel. He is without heart or courtesy of manners, a mere crude bundle of self-conceit. It is said of some of the *effete* nationalities of the East that they can never rise above a half-barbarous civilization, because their pride tells them they are still, as they were centuries ago, the first in the world in wisdom. So it is with the mere man of facts, of whom I am speaking. His ignorance is ineradicable, because it is buttressed and fortified by his self-conceit. So true is it, even, that to believe in one’s ignorance is in itself a prime condition of true education. You may, as the Scripture says, ‘Bray out a fool in a mortar with a pestle, like wheat, yet will his folly not depart from him.’ On the other hand, how beautiful the contrary spirit, which seeks constantly the means of true education in the love of excellence in others, in efforts itself to breathe the same spirit which transfigures the objects of its admiration. Sir Richard Steele once said of a beautiful lady of his time that to know her was, in itself, a liberal education, a compliment for which any woman might willingly die. It was hardly an exaggeration. What he meant was that the mere sight of so much grace and loveliness was improving, because of its tendency to beget in the beholder a love for that which was gracious and lovely, and so to make him the same in his nature. So of all education. It values not its own, but another’s; admires not itself; is not selfish and egotistic, but admires some one in whom it perceives superior graces; is modest and self-depreciating. Not to dwell too long on this thought—education is a becoming, not a mere knowing. If wise, it seeks to know only that it may become. The whole of education, then, the beginning and end, is to know that we may become; and to become that we do. Discard, then, the idea that there is any merit in mere knowing. As I say, it is but the love of condition of one who seeks, to which can be attached no merit whatever, except that reflected from its purpose when realized. If, when you learn that you are well up in mathematics and in the classics, but not advanced in gentleness of spirit and manner, in courtesy, in love for good things and good men; if you still retain the ‘loud laugh that speaks the vacant mind’—vacant of grace, I mean, and culture; if you are rude to parents or teacher, profane and vulgar; if you love to be



cruel to your mates or to animals; do not flatter yourself that you are educated. You have been whitewashed. Scratch yourself, and you will see the savage beneath. You will have come to know many things, but what you know—to use a medical term—will have had no constitutional effect. The best advice, then, an old teacher—for some years out of school, subjected to the peltings of actual life—can give you is, Drink in all you can hold of the various knowledges, but digest them, and let them burst in flowers over your whole nature, making you kinder, gentler, wiser.—remembering that the fear of God is the beginning of wisdom.”.....The *Clarke School* building, receiving its name in honor of George C. Clarke, Esq., late President of the Board of Education, is built upon a different plan from any heretofore erected in the city. Its main part is three stories high, having a wing two stories in height upon each side. Its seating capacity is for about 1000 pupils. Including the price of lot, it will cost near \$80,000. The exercises at the dedication were very interesting, consisting of addresses by Alderman W. Woodard, George C. Clarke, Esq., and others, a poem by George Howland, Esq., and songs by the Orion Quartette Club. The school has opened in charge of F. B. Williams, Esq., formerly Principal of the Walsh-Street School, assisted by Miss Merriman, late Head Assistant of the Foster, and a full corps of teachers.

EGYPT.—We make the following extracts from a letter of a correspondent in the southern part of the state: “The schools in Egypt are doing better than they have ever done before. Professors Burlingham, of Cairo, and Holcomb, at Cobden, are sustaining their former high reputation. R. J. Young, formerly of Litchfield, has control of the graded school just organized at Murphysboro. He has a fine new building, and is achieving an enviable reputation. Mr. Patrick has charge of the Centralia schools, which is a sufficient guaranty of what they are doing. Mr. W. H. Mason, formerly of Centralia (West Side), is doing a good work at Vienna. I hear good reports from Metropolis, Golconda, McLeansboro, and other points. The Executive Committee, at a recent meeting, arranged a programme for the next meeting of the Southern-Illinois Educational Association at Mattoon. As soon as the persons named therein are positively secured, the Teacher will be informed.” B.

CARBONDALE.—The Southern-Illinois College, under the direction of Prof. Clark Braden, is in a very flourishing condition. Besides elevating the standard of individual attainments among its large numbers of pupils, he has done much in the interests of general education through its numerous graduates, who have received instruction in its normal classes and are now among the most successful teachers in that part of the state. The Normal Department will be reorganized at the opening of the spring term, on the first Monday in April, and will continue twenty weeks. The Normal Class will be distinct from the college classes, unless pupils wish to enter the latter also, and will receive thorough drill and review in all the branches taught in the common schools. Model classes will be organized for practical illustration of the best methods of teaching, and every thing done will be calculated to prepare for the successful discharge of school-work. The term will close with a Teachers' Institute of two weeks.

PARIS.—From the report of Superintendent J. Hobbs, Esq., we learn that all the schools are in successful operation. The daily attendance for December was 609; per cent. of attendance, 90; number not tardy or absent, 191. The Superintendent quotes approvingly an extract from the last report of Hon. J. L. Pickard, discouraging the practice of giving school-exhibitions after the usual manner.

ILLINOIS WESLEYAN UNIVERSITY.—From the Eleventh Annual Catalogue we learn that this institution, located at Bloomington, numbered 219 students in all its departments last year. The course of study embraces both the Classical and Scientific Departments. The aim of the instructors is steady and thorough progress in the elements of sound scholarship.

CROWDED OUT.—A large amount of news matter, prepared for this number of the Teacher, is unavoidably deferred till our next issue.



## NOTICES OF BOOKS AND PERIODICALS.

(5) THE study of History is one concerning which the opinions of our people are as much divided as upon any other subject. The preponderance of opinion is, however, growing more and more in its favor. The present generation have made too much history to lightly value its importance. Hence it is finding place in many of the common schools, and is placed upon the list of studies permitted by many of the state authorities. And this is right. History is made up of the lives of men as individuals, or in an associated capacity as a state. Each individual life there portrayed is a lesson whose influence will help mould the character of the young who read it, and the history of a state or nation is a landmark to guide subsequent nations toward or from certain principles of action. The books before us are rightly called 'landmarks', calling attention to the prominent events of history from the earliest ages to the present. The first volume, *Ancient History*, closes with the Mohammedan conquests. The second embraces the Mediæval period as far down as the Reformation. The last volume commences with the sixteenth century, and closes with the year 1868. They are 12mo. volumes, and contain 223, 250 and 478 pages, respectively. The style of the books is very compact, yet it is not of that dull and dry sort which characterizes statistics or bald statements of fact. The author has used the historian's art of weaving her material together so as to make her work attractive as well as instructive. There is probably no other author who has made available in so small a space the principal facts of history, and whose works bear the impress of more pains-taking care. In this (the second American) edition some inaccuracies in the original work have been corrected, and the treatise has been better adapted for use in American schools. W.

(6) THE study of the principles and form of government under which he lives is a duty incumbent upon every citizen of a republic. A soldier entering battle with no military knowledge should be no greater anomaly than a voter casting his ballot while ignorant of the leading features of his government. For the purpose of an aid in imparting instruction in this important subject this analysis has been written. In the fullness and completeness with which it has done the work undertaken it is superior to any of its predecessors. Part First, comprising 108 pages, contains a succinct history of the Constitution, with full analysis of the same. Part Second discusses quite fully the following subjects: House of Representatives, Senate, Provisions common to both Houses, Powers of Congress, Law-Making, Prohibitions on the United States, Relating to Officers, Rights of States, State Subordination, State Prohibitions, Personal Rights, Executive Department, Vice-President, and Judicial Department. It also contains a full list of the officers connected, at different times, with the various departments of government, with dates, etc. W.

(7) THE principal difference between Mr. Bain's treatment of his subject and that of many of those who have preceded him consists in the physiological view taken of it. The mind is not regarded by him as an essence which can be separated from every thing else and discussed in a purely abstract manner. He rather considers it as a part of the human organism by which its manifestations are largely affected. Not discarding the study of mind as revealed to consciousness, he views it, also, as intimately connected with the whole physical structure. In this view he seems justified by the recent investigations of medical science which have revealed so intimate relations between the mental and physical man, especially through the nervous system. This volume is a compendium of the author's more extended discussion of the same subject. It was prepared by him at the request of many teachers of this science in England, and is now offered by the American publishers to the same class in this country. It is the fullest and ablest treatment of mental science as viewed from the author's stand-point which has yet been published. W.

(5) LANDMARKS OF HISTORY, ANCIENT, MEDIÆVAL, AND MODERN. By Miss Yonge, Author of the 'Heir of Redclyffe'. Leypoldt & Holt, New York.

(6) ANALYSIS OF CIVIL GOVERNMENT. By C. Townsend. Ivison, Phinney, Blakeman & Co., New York. 12mo., 310 pages. \$1.50.

(7) MENTAL SCIENCE: a Compendium of Psychology, and the History of Philosophy. By Alexander Bain, M.A., Professor of Logic and Mental Philosophy in the University of Aberdeen. D. Appleton & Co., N. Y.; S. C. Griggs & Co., Chicago. 528 pages. \$2.00.

(\*) THERE are very few writers who so completely enlist the attention of their readers as does the author of this volume. Her novels not only interest, but possess a healthy moral tone which leaves a deep impression on the mind. This is her latest production, and will by many be regarded her best. Through the unstudied and noble life of her heroine, she points out one of the paths by which woman can best fulfill her high mission in society. In these days, when so strong an effort is made to right woman's wrongs, this story from one of the gentler sex is well timed. W.

(9) THE word 'alphabet' naturally suggests the simplest elements of that to which it is an introduction. With this idea in mind, the little book before us is rightly named. But when there is added to this idea the other one that these elements are brought to the comprehension of children, it seems a misnomer. Its descriptions of the principal minerals and metals, with their uses, is of great value, but chiefly for ready reference by the student, rather than as the first book of instruction for the young. Because of the abundance of its technical and scientific terms, it will be comprehended only by students quite well advanced in science. W.

(10) THE Autodidactic system of book-keeping, an invention of Monsieur Poitrat, of Paris, has received high commendations from the French Academy of Design, as being the one 'best adapted to the wants of commerce'. It claims many advantages over the system of Double Entry, chief among which are greater brevity and simplicity. This book is, so far as we know, the first attempt to present the system adapted to American commerce. W.

(11) THIS work seems admirably adapted for beginners in German, giving them some practical knowledge of the language before introducing them to the dry technicalities of the Grammar. It can not fail to make the study interesting. The book is of a convenient size, the type very distinct, the rules clearly and concisely expressed, numbered, and so arranged as to be readily referred to. The exercises consist of such phrases as may be used in daily conversation, and so combine repetition and variation as to insure a thorough knowledge of the words and, at the same time, avoid tediousness. The selections for reading-lessons are the best we have ever seen. The pupils can not read them without desiring to know more of the German literature. W.

(12) THIS book is modeled after the style of the First Readers in use in our schools, being filled with selections especially calculated to interest the young. It seems to us calculated to interest the reader much more than the usual collection of promiscuous sentences. The exercises are carefully arranged, with a view of giving a progressive character to the work. All the words used are embraced in a vocabulary, with their literal meanings. W.

(13) YEARS ago we had occasion to arrange a course in Drawing for a primary graded school, and could find nothing better adapted to our wants than the exercises in this series. They were simple, gradually and naturally progressive, and accompanied with careful instructions for the teacher. There was no difficulty in successful instruction from them, by teachers who had had no previous lessons in the subject. Now that we have a similar task again before us, we propose to make use of the new series of the same books. Its author has for several years been teacher of drawing in the English High and Normal Schools of Boston, and has recently been appointed to the same position in the Grammar Schools, in order that this specialty may receive the same attention in those schools as do music, vocal culture, etc. W.

(14) IN this grammar we find an attempt at the comparative study of the German and English. The German words which resemble the English are first studied, the changes noted, and the principles of grammar are derived from

(\*) THE WOMAN'S KINGDOM. By the author of 'John Halifax, Gentleman', 'Two Marriages', etc. Harper & Brothers, New York; S. C. Griggs & Co., Chicago. 8vo., 183 pages. \$1.50.

(9) HALL'S ALPHABET OF GEOLOGY. By S. R. Hall, LL.D. Gould & Lincoln, Boston. 16mo., 196 pages.

(10) DYHRENFURTH'S BOOK-KEEPING. By J. Dyhrenfurth. George & C. W. Sherwood, Chicago. 8vo., 71 pages. \$1.25.

(11) OTTO'S BEGINNING GERMAN. Leypoldt & Holt, New York.

(12) BEGINNER'S FRENCH READER. Arranged by L. Pyldet. Leypoldt & Holt, New York. 16mo., 229 pages.

(13) BARTHOLOMEW'S DRAWING-BOOKS. New Series. By Professor W. N. Bartholomew. Woolworth, Ainsworth & Co., Boston; A. S. Barnes & Co., New York.

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these. The work is carefully progressive, embracing, in Part I, General Principles and Forms of Words; in Part II, Synopses of the Forms of Words; in Part III, Special Principles applied to Reading and Analysis. We like it much, and should think, in the hands of a careful teacher, it would give the very best results.

(15) THIS volume comprises, in pocket form, a collection of 226 hymns for devotional exercises in schools. It comprises all the variety usually found in such collections. W.

(16) ONWARD.—For so well-known a writer, especially for young people, as is Captain Mayne Reid, no introduction is necessary. 'Onward' is the title of a new monthly magazine conducted by him, and published by Carleton, New York, at \$3.00 a year. There is an old and true proverb "As is the teacher, so is the school." A similar one will apply, we suppose, to those in charge of literary publications. While reading the first number of Mr. Reid's magazine, the thought occurs to us that, while a certain amount of proper seasoning gives relish to our food, that diet which is wholly made up of such would be rather thin. The tendency of the style of literature here presented we consider to be to encourage a desire for freedom from restraint, independence of disposition, love of adventure, and an alienation from home and its refining influences,—traits of character already too prominent in American youth. The style, like the appearance of the magazine, borders too strongly upon the sensational.

(17) THE MICHIGAN TEACHER POCKET CLASS-BOOK, by C. L. Whitney, one of the editors of that journal, is one of the most convenient and economical of that size that we have seen. It can be used a whole term without rewriting the names of the classes. Its plan is simple and its use requires but little time of the teacher.

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(19) THE SUNDAY-SCHOOL TIMES, published by J. C. Garrigues, & Co., Philadelphia, enters upon its second decade with new dress and otherwise improved appearance. It contains much valuable matter for those engaged in this branch of education, with a full digest of news of Sabbath schools from various parts of the country.

(20) THE INDIANA TEACHER.—A new educational monthly has been added to the list, under the above title. It is octavo in form, and contains the usual number of pages. It is edited and published by A. C. Shortridge, Indianapolis, Geo. P. Brown, Richmond, and W. A. Bell, Indianapolis. In its style, execution and contents, it is creditable to the profession. The first number contains valuable articles from Pres. Edwards, W. D. Henkle, J. Russell Webb, W. H. Venable, and Mrs. Mary Howe Smith,—a representation of ability rarely seen in a single number of an educational journal. We welcome you to the labor, fellow teacher. There is plenty of room for work.

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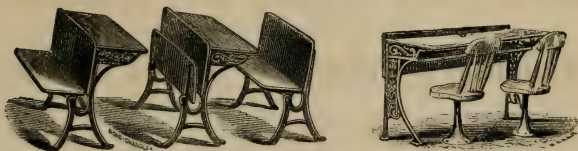
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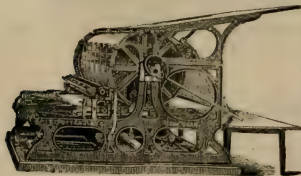
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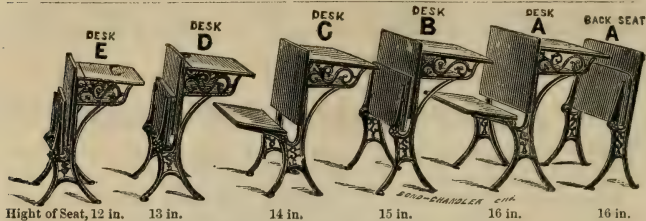
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VOLUME XV.

MARCH, 1869.

NUMBER 3.

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## A PLEA FOR THE PERSONAL CULTURE OF THE TEACHER.

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THE gains in the department of education within a few years have given its friends cause of rejoicing. Very much has been done to elevate and improve the tone and character of our common schools, and to make them what the evident intention was they should be—the springs from which the great mass of the children of the nation should derive their intellectual sustenance—their mental vigor and growth; and there is, perhaps, no one direction to which the people point with more pride than to these fountains of learning, fostered with so much care. The sympathies of many philanthropic men and women have been enlisted to work up to a grand ideal the system of popular education, and we claim it as one of our chief glories that every child of the republic is in the line of the only nobility recognized among a free people—the nobility attaching to symmetrical manhood—the nobility of free thought—the nobility whose escutcheon is truth. No one will question that we are far in advance of our fathers as to the real worth and efficiency of our schools. Progress essentially characterizes the movements of the present day. Many of our school edifices are noble specimens of architecture, and are furnished with every appliance that can conduce both to the profit and comfort of the pupil. Facilities and aids to mental development are multiplied on every hand, and, go where you will in all this wide land, neat and tasteful school-houses greet your eye, as so many evidences of a refined civilization. Wherever free speech is tolerated, wherever a free people breathe the air of heaven, there is planted the bulwark of liberty—the free school. From the simple rural district to the ponderous systems in our large cities, throughout every grade, in that excellent institution of late growth—the normal school, in the colleges and seminaries that dot our land, dissatisfaction with the old régime is rife, and not a few noble-minded men and women are casting about for more light, and searching with commendable zeal for the true line of advance.

They are skirmishing now in this quarter, now in that, besieging the strongholds of ignorance, prejudice, and error, with a resolute will, an energized purpose, that accepts no retreat or failure. We get and we hold in this great contest, advancing from one line of intrenchment to another, until we are assured of victory. Yet with all the gain that we are pleased to record, with all the progress we can not fail to recognize, with our appliances and facilities so largely increased, sustained as the schools are in public estimate because so close to the popular heart, I gravely put the question "What is the position of the teaching class?" Have our principles of instruction kept pace with the progress in the other departments of the work? Have we risen to a plane parallel with the increased demands upon us? We ask the public confidence: what have we to offer as an equivalent, or upon what basis shall we press our claim? Are we in the advance as leaders in this great movement, as we ought to be? Popular education is confessedly acknowledged to be vitally essential to the preservation of liberty and virtue: then why are teachers so under a cloud, when they should, by virtue of the significance growing out of the calling itself, by virtue of the possibilities that slumber within them, compel the confidence, respect and social recognition of mankind? There is a fault some where, and it manifestly lies at our own door. Is there that personal preparation for our work that society has a right to expect of those to whom so much is confided? We are too apt to be satisfied with meagre attainments, with narrow convictions of the scope of our calling. It is a law of our nature that we must either expand or contract: there is no neutral ground that one can expect to occupy. If we fail to grow wiser or better, or to move forward, manifestly we recede. More will be required of us to-morrow than is demanded of us to-day, and the advance claim must be met; but how shall we justify the expectations that spring from our relations to society, unless there be in us more of personal culture, greater intellectual attainments,—unless there be more of unremitting toil for individual growth,—unless we be characterized by a clear insight into the issues of the hour and the demands of the age,—unless in harmony of purpose, in strength of character, in the incessant thirst for truth, in all that constitutes true manhood, we stand the peers of the foremost? We must root out the infelicities of will and temper that mar the portraiture of our souls, and submit to be purified in the school of self-denial, until, by assiduous and sustained effort, we have attained a masterly control of every energy that shall develop the possibilities and that shall expand and elevate all the faculties and powers of our nature. No occupation of life calls for more versatility of talent, and none is so little honored by the great bulk of those who enter it, as the teachers' profession. The character of the work is as subtle as the nature of mind is subtle; and we must bring to it intelligent skill and an indomitable courage, for the lease given to character

and soul is infinite. We, if we are true, can not fail to recognize the cry that comes up that we shall grow to be fairer men and women,—grow to more perfectness of symmetry and development. It is plainly manifest that the work of the school—or the teacher, if you please—is the development of thought-power,—the power that gives a man the command of every energy of his nature; the power to organize his knowledge, so that he can wield it as an instrument by which to enrich himself as an individual; in a word, the power to give his character the fullest and freest growth. And right here, I take it, is to be found the great difference in men: not so much in natural gifts as in the systematic control and mastery of these gifts. The teacher's work, then, is only well done as it approximates this ideal, and he must earnestly and diligently set his face in this direction if he would realize the goal of all his efforts to unite in one symmetric whole the different powers of the pupil. Now, then, how is this attainment possible if the teacher himself be not well poised—if there be not in him an inward life that is harmonious, a scholarship that is ripe, a judgment that is profound, keenness of perception, a sagacity that is unerring, a ready tact to seize the critical moments and turn them to good account, and an ability to give the healthiest direction to the pupil's energies, and to furnish the conditions of growth? The teacher should be a man of generous culture, of broad and enlightened views as to the wants and demands of society in all its forms, and full of an earnest concern as to all human interests. He can not teach what he does not know, nor can he be said to know rightly what is not assimilated to his own thought and does not become a part of himself. He will be the safest instructor in any branch of study whose thought grasps and is enriched by a circle of pursuits allied to it. Arithmetic will be better taught as the teacher is conversant with Algebra, Geometry, or the higher ranges of Mathematics. Grammar will derive added significance from his knowledge of Philology. Geography will have a deeper meaning as he is familiar with the world's history, political and geological. His instruction will have increased interest, will have more that will stimulate to active research, as Botany, Philosophy and Chemistry furnish him bountifully from their storehouses. Mental Science will reveal to him the nature and method of the development of mind, the character of its activities, and the laws that govern its operations. All Science, Mathematics and Literature are open to him, and will richly repay careful investigation. It is true, Teachers' Institutes do much to awaken a sense of responsibility, and do give broader and more intelligent views of the work; and Normal Schools in a large measure afford opportunities of increased professional skill: yet, after all, the teacher is mainly what he makes himself; for—I speak with the highest respect for these educational agencies—they do not transcend a certain limit, and that limit is altogether too narrow for the true teacher, who will, as a profound conviction of his re-



sponsibility rests upon him, give his leisure hours to study,—not spasmodic and with an unwilling spirit, but systematic, unremitting study, directed by a mind deeply impressed with the demands upon it. And right here, in the study of men and things, of laws natural, laws social and political,—in the study of himself as to the duties of good neighborhood and citizenship, will be found the true secret of success. He must, by working into the scope and philosophy of his profession, make himself authority in his department. He must not hesitate to attack with immense courage certainly, and reduce to a minimum, the obstacles that confront him at every step, if he would gain to himself capacity and the consciousness of power, and be able to justify that consciousness by every act of his life. Above all, the teacher should be deeply imbued with the fundamental principles of Christianity, developing constantly the higher life that is in him, governed and controlled by love to God and to his fellow men, exemplifying by an upright and blameless life the beauty and power of the gospel of Christ. Now if we rise to this ideal of ourselves and our work, it is certainly evident that we can not fail to be in the advance in educational reform—to furnish the conditions that shall make the whole life of the pupil fruitful in good work—to provide a stimulus that shall guide to the love of learning and the ‘search after truth’.

It will not do to plead want of time or insufficiency of remuneration. No such excuse will relieve us of an atom of responsibility in the matter. It is possible, and being possible it is our most solemn duty, to so increase the activities and develop the capacities within us that no glaring ‘flaws may lurk’ at our door. God has committed to us certain talents, and we can not escape our accountability. “To whom much is given, of him will much be required.” “Blessed is that servant whom, when his Lord cometh, he shall find so doing.” K.

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## SCHOOL-HOUSES.

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[We copy the following practical notes upon School-Houses from Hon. N. Bateman’s last report, and commend them to the careful consideration of both teachers and parents.]

A SCHOOL-BUILDING, as well as any other, should be adapted to the special purpose in view: it should be constructed with direct reference to utility; and to do this, the necessities of the school must be consulted. There is as much difference in school-houses as in school-teachers, and that is about as strong as the case can be put. A school may be kept in almost any place; but it can not be properly taught

except in a building where the convenience and comfort of both teachers and scholars has been made a special care. The following remarks are commended to the attention of such boards of directors, or other parties, as contemplate building new school-houses—not so much for what they express, as for what they imply and suggest.

The first question is Where shall the house be located? The location should be as central and accessible as possible, to prevent loss of time in going and returning, and detention from bad roads and bridges, swollen streams, etc.; but mere centrality should never be insisted upon at the expense of more important considerations. The site should by all means be salubrious and pleasant, to prevent loss of energy in study on account of impaired vigor, or absence on account of sickness—and that the attractiveness of the place and its surroundings may invite to regularity of attendance. It should be sufficiently remote from the street or road to secure freedom from noise and dust, by which the attention is distracted, and time lost in cleansing soiled hands, faces, and apparel. Ample play-grounds should be attached, because otherwise the attractions of sport would detain the children till the last moment, at places remote from the building, and be a constant temptation to tardiness; because, arriving in hot haste, perspiring and excited, much time would be lost before they would be cool and calm enough for study; and because without such grounds there would be strong temptation to seek the street, or thoroughfare, at the peril of life or limb, or to annoy travelers or those passing, and to trespass upon the premises of neighbors, who, in turn, would make complaint and seek redress, thus involving loss of time and irritation to both teachers and scholars. Be careful to make no mistake in these respects; for an error of location is almost without remedy, and will surely affect the whole subsequent history of the school, no matter how able and faithful your teacher may be. Of this we have many sad proofs.

Having decided upon a site, you are next to consider the size of the proposed building. This is easily determined. It should be large enough for the accommodation of all who are entitled to attend the school, allowing for aisles and passages, and not less than twelve square feet for every two scholars. If the accommodations are not thus ample and comfortable, there will be constant confusion, and the tranquil exercise of the mental powers and quiet movement of the current of school-life will be impossible. Many of our school-houses are so small that the scholars are obliged to stand and sit 'by turns', causing weariness, noise, irritability, and so utterly defeating the purpose of the school. In determining the question of size, the probable future wants of the district should also be considered, as well as its immediate wants. It will cost you far less to make the building a little larger at the outset, even if some of the seats or rooms are tem-

porarily vacant, than to enlarge the house, or build another, when the necessity arrives.

The house being located and built, the point next demanding your attention is the very important one of the kind of desks and seats that should be provided. The essential conditions here are that each pupil be left to pursue his studies without interruption or hindrance; that all temptation to idleness and sport be removed; that the position of the body be easy and natural; and that the utmost economy of time be secured by such an arrangement as will admit of prompt ingress and egress. It is self-evident that these necessary conditions peremptorily exclude long seats or benches for several scholars, and desks of equal length; and that they absolutely demand a plan and construction conformable to sound anatomic and hygienic principles. Desks for more than two should never be allowed, and, except in advanced schools, where habits of self-control and self-reliance have been established, nothing can compensate for the loss of the advantages accruing from the use of single desks. The additional cost is not much, while the gain in time, and in all the essentials of efficient study and teaching, is beyond computation. The oblique or diamond-shaped arrangement of desks is the best, in primary schools, whether they be single or double. By this arrangement no two pupils can be immediately contiguous and opposite to each other, affording very much less opportunity for communication.

The question of light must next be considered. See that there is not too much, or too little, and that it is properly adjusted and equalized. Never compel a child to study with the glare of the sun in his face or on his book, or in the dimness of perpetual twilight, or under the painful distortion of vision caused by cross-lights. Neglect of the common principles of optics in providing and arranging the light in school-houses is a common evil, and one that often causes not only temporary discomfort but serious and permanent injury of sight. The pupils should, if possible, face a dead wall: cross-lights are painful and dangerous. The windows should be long, not reaching nearer to the floor than three or four feet, and should be provided with blinds, both for their own protection and for the regulation of light. Since the scholars can not change their position with the sun, nor with the transitions from bright to dark days, the supply of light should be adequate, steady and uniform, all day, and every day. When practicable, the building should front south, with a dead wall to the north, and windows on the east and west. The light will then fall upon the pupil's right hand in the forenoon, and gradually pass around, till in the afternoon it rests upon his left hand, while during the whole day the eyes will be relieved, when lifted, by resting upon the dead wall in the north.

How shall the school-house be warmed? This important matter

will next require careful attention. The aim here should be to make the atmosphere of the whole room comfortable, to its remotest corners, and to keep it so from the first hour of school to the last. Remember that at home and elsewhere children can approach to or retire from the fire at pleasure, and thus regulate the degree of warmth for themselves; while in school they can not do this—the teacher must do it, or cause it to be done, for them. But this is out of the question unless the means of regulation have been provided. The proper work of the school can not go on successfully if teachers and scholars are annoyed by either too much or too little heat. Neither shivering nor scorching is a condition of body compatible with successful mental exertion, or with a proper equanimity of temper; and yet in many of our school-houses, well arranged in other respects, the children, in the winter terms, vibrate between the extremes of heat and cold from morning till night, disqualified nearly all the time for calm and effective study. Then, too, there is great confusion and loss of time, caused by changing seats, moving to and from the fire, and a general feeling of uneasiness and discomfort. Such school-houses might almost as well be closed for the cold term, so far as profitable teaching and learning is concerned; and when the effect upon the health, of young children especially, is considered, the matter is some times of so grave a character as properly to invite the interposition of boards of health, or other competent civil authorities. Taking all these interests into the account, the duty of providing suitable warming apparatus is most imperative—it can not cost too much. And the best is usually, in the long run, the cheapest. Good furnaces, with registers, should be used if possible. Of these there are now several new and superior kinds, which are not only immeasurably better than ordinary stoves, but much more economical. If stoves must be used, spare no expense to have them so constructed and placed as to secure a steady and uniform warmth throughout the room.

But it is not enough to see that your school-house is well lighted and warmed: it must also be well ventilated. The public seem slow to perceive or to allow the baleful effects of impure air upon the health of children and, hence, upon the efficiency of the public schools. It would be different if the actual truth, the full extent of the evil, were known. No hygienic or scientific fact has been more surely demonstrated than that the continued breathing of impure air is a prolific cause of dangerous pulmonary and other diseases, especially in young children. All know the depressing, enervating effects of close, stifling air. The physical and mental powers speedily grow languid and droop under its influence. No one can be mistaken in the symptoms: the face flushes, the head burns, the blood becomes feverish, the eyes assume an unnatural brightness, and in extreme cases vertigo, nausea and faintness ensue. Proper mental application is impossible under

such physical conditions, and to require it would be cruelty. Uneasiness, restlessness, irritability, loss of the power of attention, accompany the progress of atmospheric contamination in the school-room, as surely as the obscuration and final stupefaction of the intellect attend and follow the successive stages of inebriation. Mental activity and energy are as impossible when the lungs and blood are poisoned with foul air as when the stomach and brain are on fire with alcohol. Great progress has been made toward a better knowledge and practice in regard to school-house ventilation; but the evil still exists to an alarming extent in our state, affording every year a terribly-abundant harvest for the reaper of death. When disease invades our herds, state legislatures and national conventions make haste to investigate the cause and remedy the scourge; and they do well — gigantic pecuniary interests are involved: and yet, consumption no more surely visits ill-ventilated and over-crowded stock-yards and cattle-trains than it does our school-houses when subject to the same conditions. Keen-eyed self-interest watches the progress and ravages of the cattle-plague, counts the beasts it destroys, and with loud voice tells the public of its loss; but who notes the insidious forms of disease which makes victims of our children in the very places where physical education, as well as intellectual, should be realized? or who counts the little graves, or tells the people of their danger? Many a parent lays his little darling in the dust, and, in desolation of soul, muses upon the ways of Providence, when the stifling terrors of the place which for weary months or years had been silently sapping the pillars of the little one's life should have suggested more earthly themes of meditation to the sorrowing father. There is no excuse for unventilated or badly-ventilated school-houses. Other school accommodations and comforts are more or less expensive: this one is not. Every school-house, large or small, humble or elegant, costly or cheap, may have a plentiful supply of pure fresh air, almost without money and without price. If provided for in the original plan of the building, good ventilation may be had with very little, if any, additional cost; and even in most existing buildings the consequences of neglect upon this vital point may be remedied, partially at least, with but a small outlay. But, be the cost what it may, pure air is a necessity of health, both mental and physical; and no board of school-directors in the state should be allowed to neglect it with impunity.

Again, no school-room can properly be said to be furnished without blackboards: they are a necessity: a good teacher would rather dispense with all text-books than with his blackboards. A zone of blackboards, of width and height from the floor to correspond with the grade of scholars using it, should extend continuously around the room. An ample supply of blackboard surface duplicates and reduplicates



the amount of time that can be given to the effective instruction of each class; it affords the means of visible illustration and analysis, now demanded by the best methods of teaching the elements of nearly every science, and indispensable in elementary instruction, object lessons, etc.; it affords a pleasing variety to the exercises of the school, and promotes health by allowing frequent changes of posture, from sitting to standing. No school-room, it is repeated, is prepared for its work without an ample supply of it.

Of the many minor points that should receive attention from those having the oversight of new school-houses, the proper limits of this report will not allow me to speak in detail. I will barely enumerate a few of them. The teacher's platform should be at the front, or entrance-side of the building, for convenience in speaking with pupils as they enter or retire, conferring with visitors, securing order in entries, halls, etc. There should be a convenient wood or coal house; a clothes-room and wash-room, with the necessary accompaniments to secure neatness and cleanliness of person; a basement, or other suitable place, for use, in cold or stormy weather, during intermission and recesses; a good clock to regulate the time and secure habits of punctuality. There are, finally, other necessary appurtenances, in devising and furnishing which whatever is not conformable to the strictest requirements of modesty, propriety and delicacy should be inexorably forbidden. It is most lamentable to think of the many shameful departures from these conditions in the private arrangements of district school-houses. As already stated, the proportion of new school-houses which, in the characteristics that have now been specified or hinted at, are all that could be desired is constantly and rapidly increasing, and never so rapidly as during the past two years. It is to contribute toward the early extirpation of all remaining school-house abominations, and the complete conquest of better adaptation and purer taste in school architecture, that a few of the common essentials have thus been again brought to notice, and their importance urged.

[The Superintendent then discusses the question of large school-buildings, etc., concluding with the opinion that, as a general rule, 500 or 600 pupils are enough for one building, in which most who have carefully investigated the subject will concur with him.]

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## PROPOSED AMENDMENTS TO THE SCHOOL-LAW.

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[WE give the amendments to the School-Law, as recommended to the General Assembly by our State Superintendent. They will commend themselves to all.]

I AM very sensible of the importance of stability and permanency in all general laws, especially in those which are so closely related to

xv—10.

the interests of the whole people, which necessarily involve so many details, and which require for their administration so many officers and agents, as does the general school-law of a state. In this conviction I have always refrained from asking for changes, even for such as seemed to me useful and important, until experience should clearly prove that they ought to be made. But when, from a careful observation of the general workings of the system, it becomes evident that certain modifications are really needed, I can not deem it other than my official duty to at least submit my views on the subject to the General Assembly for its consideration. Accordingly, attention is respectfully invited to the expediency of further legislation upon the few points following, most of which have been adverted to in this report, or in previous ones:

1. A general act, permissive in character, under which any county, wishing to do so, may provide for the establishment and maintenance of a county normal school, for the better training of teachers for the common schools within its bounds.

2. A general act, of like permissive character, under the provisions of which any congressional township in the state may adopt the township plan of school organization, as fully set forth in the last report of the State Superintendent, in order to improve the character and increase the efficiency of the common schools of such township, and to secure greater economy of school expenditures,—all of which would, it is believed, result from such organization.

3. An act the effect of which shall be to remove all unjust and unworthy distinctions from the school-law, and to confer equal legal rights and privileges, in respect to education, upon all the school-going youth of the state; requiring equal provision to be made for the education of all, but leaving each school-district or community free to adopt its own course as to the manner in which such provision shall be made—whether by one school for all, or by separate schools.

4. Provide, by an amendment to the 20th section of the general law, or otherwise, that when a teachers' institute is held in a county, or in an adjoining county if at convenient distance, boards of directors shall allow their teachers to attend such institute, if they wish to attend, and that no reduction of pay or loss of time shall be incurred by the teachers so attending, for the number of days during which they were in actual and regular attendance upon such institute: *provided* that, if such institute is held during a term of school, such leave of absence shall not be granted more than once during any one period of six months, nor for more than one week at any one time.

5. Provide that when the German or other modern language is taught in a public school, it shall be lawful for the teacher thereof to

employ and use said German, or other modern language, as the medium of communication, in stead of the English language, while engaged in conducting a recitation or giving instruction in such modern language; to the end that the colloquial forms of such language, and skill in the use of them, may the more quickly and thoroughly be acquired by the pupils.

6. Make it the duty of boards of directors to pay their teachers monthly. Under the present law the salaries of the teachers are payable semi-annually, causing them great inconvenience, and often obliging them to obtain temporary relief by borrowing money for necessary current expenses. There is believed to be no good reason for the continuance of a provision which teachers feel to be so unjust and burdensome, and which is so contrary to the established rule of prompt payment for services rendered which prevails in all other employments.

7. Leave the question of extending the term of school beyond six months to the discretion of each board of directors. It is found that the existing provision, which requires the reference of that question to a vote of the district, is a hindrance to the prosperity of the schools, by causing uncertainty and delay in the employment of teachers, and otherwise deranging or frustrating the plans of the directors for each succeeding school-year. Since the directors know the wishes and reflect the will of the people who elect them, and would be promptly superseded should they fail to do so, there is no chance of any serious abuse, on their part, of the proposed discretion. The only object of the proposed amendment is to avoid unnecessary delay and injurious uncertainty in the provisions for each succeeding school-year.

A memorial praying for the above amendment, signed by the President and Faculty of the State Normal University, and by several hundred leading teachers from all portions of the state, has been handed to the State Superintendent, to be submitted to the General Assembly.

8. Make it lawful for a board of supervisors, or county court, to appoint an assistant or deputy to the county superintendent, when, in the judgment of such board or court, the interests of common schools require the same to be done, and to pay such assistant or deputy, from the county treasury, a reasonable compensation for services actually rendered.

9. Change the time for the election of school-directors from the first Monday of August to the first Monday of April, and the election of township trustees from the second Monday of October to the second Monday of April. There are many strong reasons for this change: the chief of which are that it will insure a more general attendance of voters, the dates proposed being at a much less busy season of the year than those now prescribed by law; and in the case of directors it

will prevent the postponement of arrangements for each succeeding school-year, as is generally the case now, the out-going director or directors being unwilling to assume the responsibility of engaging teachers, etc., on the eve of their retirement from office, thus delaying the necessary school contracts and other important preparations, until they can not be made except at great disadvantage. I should much prefer that the school-trustees should be elected, in counties under township organization, on the day of the annual town-meetings, thus saving one additional election; but there is an insuperable objection to that plan in the fact that, in a great majority of cases, the boundaries of the town as established under the township-organization laws are not identical with those of the congressional or school township, and hence it would be utterly impracticable in such cases for all to vote at the same place. There are many counties under township organization in which the boundaries of the towns do not coincide with those of the congressional townships in a single instance.

10. Make the school-year begin August 1, and end July 31; and make the reports of directors returnable to township treasurers on the first Monday of August, the reports of township treasurers returnable to county superintendents on the second Monday of August, and the reports of the county superintendents returnable to the State Superintendent on the second Monday of September. This change will not derange, disturb or affect any existing feature or provision of the system in any way, while it will be of the greatest benefit to the State Department. It will enable the State Superintendent to complete his report and have it printed, as required by law, before the meeting of the General Assembly, which is now impossible. His report is based upon the aggregates of more than 12,000 local reports, the statistics of which are transmitted to him through school-directors, township treasurers, and county superintendents, successively; and the last-named reports are not *due* till the second Monday of November, under the present arrangement, and they are never *all received* till about a month later, leaving only about three weeks in which to prepare the State Report. It is impossible to canvass, verify, classify and tabulate the immense mass of statistics, and prepare a report thereon, in that time. I was not able to commence the present report, for the reasons just given, until about the 10th of December, and incessant labor, day and night, did not avail to complete it until some time after the General Assembly had convened. The field of survey is vast, the details many and complicated, the inspection and verification of the statistical returns require time and care, and many important yet intricate questions are to be considered. A mere change of the termini of the school-year will afford ample time for all. The favorable action of the General Assembly upon this proposed amendment is therefore respectfully urged.

## THE PLAN OF CREATION AS SEEN IN THE ANIMAL KINGDOM.

BY PROF. SANBORN TENNEY.

THERE are probably not less than a million kinds of animals now living upon the earth. They vary in size from those which are so small that hundreds, nay, thousands of them can sport in a drop of water, to those of large and even gigantic proportions, like the horse and the ox, the elephant and the whale. And their forms are almost as various as their sizes. Some kinds are without any definite form, but appear like mere shapeless particles of matter endowed with life; other kinds look so much like plants, that even naturalists are in doubt whether to class them with the animal or with the vegetable kingdom; and from these forms there is almost every possible grade up to the beautiful and perfect form and high rank of Man.

And the animals which lived and died in the long-past geological ages were not less in number, nor less varied in form, than those that are living now.

But vast as is the number of kinds of animals of the present and of the past, and various as are their forms, they are all constructed in accordance with a great plan—they are all constructed according to a very few simple types. And it is an interesting fact that by the careful study of these few types we may become acquainted, to a great extent, with the whole animal kingdom.

The million or more kinds of animals, together with the thousands and even millions of individuals by which some single kinds are represented, belong to four, or at most five, great types. That is, only four or five fundamental styles of structure are found in all of the vast number of animals both of the present and of the past. These types are as follow:

*The Type of Vertebrates.*

*The Type of Articulates.*

*The Type of Mollusks.*

*The Type of Radiates.*

And to these four we may, in accordance with the views of many eminent naturalists, add a fifth,

*The Type of Protozoans.*

The Type of Vertebrates includes all animals which have a central bony or cartilaginous axis, popularly known as the back-bone, and which have above this axis, and included in it and its modifications, a true brain and spinal cord, from which branch all the nerves of the body; and below this axis a cavity for the digestive, respiratory and



other internal organs. The Vertebrates vary greatly in their size and in their appearance; and they vary greatly in the places in which they live. Some kinds are scarcely an inch in length and look no better than the worms that crawl upon the ground; and others are the largest and the highest in rank of all the animals upon the earth. Some kinds of vertebrates spend their whole lives in the water; some kinds spend much time in the air; and others live continually upon the dry land. But whatever their size, their appearance, their habits, or their rank, they all exhibit the same fundamental type of structure—a central axis, a true brain and spinal cord, and a cavity below the central axis. The Vertebrates, then, include Man, the domestic quadrupeds, and all of the other Mammals, together with Birds, Reptiles, and Fishes. Man and Fishes and all the animals between the two are, then, physically considered, but higher and lower expressions on the same plan—only higher and lower expressions of one and the same fundamental idea. But Man is the highest possible expression of a vertebrate, even when physically considered. Besides, his mental and spiritual endowments lift him infinitely above all other vertebrates, and ally him to God himself.

The Type of Articulates has absolutely nothing in common with the Vertebrates, except that the beings which belong to both are animals. So far as regards their type of structure, the Articulates are wholly and fundamentally different from the Vertebrates. The former have a jointed body, with the hard parts, when these exist, upon the outside, the nervous system only slightly concentrated in the head, but mainly distributed in knots or ganglia on the ventral side of the body, and the heart—or the organ which performs the functions of a heart—on the dorsal side, and the digestive cavity extending through the centre of the body. Excepting the Protozoans, the Articulates are more numerous than all other animals. Their many-jointed body seems to be significant of the great number of kinds which belong to this type. We find them in the water, and on the dry land, and countless myriads daily and nightly fill the air. The Articulates include the Bees, Butterflies, Flies, and all the other Insects, the Crabs, Lobsters, Cray-Fishes, Shrimps, and all the other Crustaceans, and the Worms.

The Mollusks have the body soft, and enveloped in a muscular cloak or mantle, and in most cases protected by a shell. They are destitute of an internal skeleton; and are without articulations, that is, their body is not jointed. Their type of structure, then, has nothing that is like that of the Vertebrates or of the Articulates. They stand by themselves as a distinct type. In a few cases the Mollusks have their shell inside, and this at first appears to link them to the Vertebrates, which have a true internal skeleton; but the internal shell is wholly different in its fundamental structure from the internal skeleton of the

Vertebrates, and performs functions wholly different from those of the latter. The Mollusks include the Cuttle-Fishes, Squids, Nautili, Land and Sea Snails, Oysters, Clams, and Mussels, and many other less familiar forms of animal life.

The Radiates are constructed upon the same plan upon which plants are made; and they look so much like vegetable forms that they are often called Zoöphytes, a name which means plant-animals. They are as distinct from the three types already noticed as it is possible for them to be and maintain their place in the Animal Kingdom. Their external forms are almost as various as those of plants, but in all, the parts are more or less symmetrically arranged around a central vertical axis, somewhat as the different parts of a plant are arranged around its stem. In a word, they are true animals constructed according to the vegetable type.

Now, setting aside the Protozoans—which are mainly microscopic in size,—the four types described above embrace all of the animals upon the globe; and each animal of all the vast number shows plainly in its own structure to which of the four types it belongs. Surely, then, the Animal Kingdom is constructed according to a plan, and from that plan He who made the world and all the races of the past and of the present has never swerved.

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## SKETCH OF A FIRST LESSON IN FORM.

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BY MISS M. E. HANFORD.

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[Adapted to children six years of age.]

*Object.*—To exercise the Presentative Faculty and cultivate Language.

*Point.*—To develop the idea of *surface*.

*Matter.*—I. All that we can see and touch of any thing is called the *surface*.

II. There are two kinds of surface, *plane* and *curved*.

*Method.*—I. Teacher shows the class a small box with a cover, and a solid—say a sphere. Holds up the box. How many can tell what this is? Class answer, "A box." Who can come and touch all he sees of the box? Several children are called up, and class decide as to correctness. How many think we have seen all we can of the box? How many think not? (Hands raised.) Mary may find the part we can not see now. (Removes the cover and shows the inside.) What do you call this part? "This is the inside of the box." How many

think Mary is right? (Hands raised.) Who can tell the name of this part?—pointing to the outside. (Johnnie) “This is the outside of the box.” Call upon some to touch the inside, others to touch the outside. Now show the sphere. How many can touch all they see of this? Jennie may try. What do you call that part? “Outside.” Who can find the inside? Will probably say “There is n’t any.” How did you know there was an inside to the box? (“Could see it.”) What only can we see of this? “The outside.” How many would like to know and will try to remember what we call all that we can see and touch of any thing? (Hands raised.) Teacher gives *Matter*, I, questions upon, and requires individual children, then the whole class, to repeat accurately. Now exercise in finding the surface of the different articles in the room,—as furniture, books, etc.,—and lead the children to distinguish and name the inside as the *inner surface*, and the outside as the *outer surface*.

II. Teacher takes a sphere and a plane solid, and, telling the class to look carefully, lays them on the table and gives them a push. Asks What can you say about them? “One rolls, and the other does not.” Taking up the sphere, Why does this one roll? “Because it is round.” What is all that we can see and touch of it called? “The surface.” What shall we say is round, then? Yes, but in stead of calling it a round surface we will call it a *curved surface*. Children repeat, and find other curved surfaces. Teacher now holds up the plane solid. Why would not this roll? “Because it is flat.” What kind of a surface has it? “A flat surface” is a very good name, but I will give you a better one. You may call it a *plane surface*. Class repeats. What kind of a surface has this? and this? and this?—holding up different solids of the same kind. Now who can find and tell me how many kinds of surface there are? Hands raised. Fannie may try. How many think Fannie is right? Hands raised. And one kind of surface is called?—“Plane.” The other?—“Curved.” Can any one tell how many kinds of surface there are, and the names, all together? Individual children, then the class, repeat *Matter*, II.

*Summary*.—Teacher sends several children to different parts of the room, each to find something of which he can show the surface; telling one to find something which has an inner and an outer surface, another something which has a plane surface, and so on; the remainder of the class deciding each time as to correctness, and all answering to the questions What is meant by surface? How many kinds of surface are there, and what called?

## EDITORIAL DEPARTMENT.

*EDITOR'S CHAIR.*

WHAT IS TO BE EXPECTED OF A TEACHERS' JOURNAL?—We shall not<sup>\*</sup> undertake to answer this question fully; it is one on which there are grave differences of opinion and, we fear, some misconceptions. While conversing lately with a friend upon the subject of subscriptions for the *Teacher*, he remarked that he had dropped it several years since, because it did not have articles in it that met the wants of the district-school teachers, it was all for graded- and high-school teachers. He would, however, try it again, to see if it was any better.

Such objections are met occasionally, we presume, by all our school journals; and while there may be some ground for the complaint, we think it, after all, founded largely in a misapprehension in regard to what can legitimately be expected of such journals.

We find all of our exchanges striving earnestly to elevate the standard of common- and primary-school instruction, and welcoming gladly to their columns any details of methods that will aid the teacher of any grade in his work. In the first place, it must be remembered that, while our school journals are, and should be, devoted to the interests of our common-school teachers, they can not be devoted exclusively to the teachers of the lowest grade. They must meet the wants of all. Upon a careful examination of our own files and those of our exchanges, we must say that, in our judgment, primary and young teachers have but little reason to complain. A fair proportion of the articles are either written for them directly, or are such as they need for the true appreciation of their work. But the difficulty lies partially in the teachers themselves, for they do not appreciate as they ought what is for their use. Many take up a teachers' journal expecting in it and by it to be told how to teach school, under any and all circumstances, how they shall keep order, how they shall teach reading, spelling, writing, etc.; in other words, they expect a set of empirical recipes,—and if they do not find them, as they can not, they drop the journal as of no use to them.

It must be understood that it is impossible to give detailed methods in teaching that are infallible. Teaching has not as yet reached the crystalline stage of a true science, when it can be limited and defined, its processes explained, its results foretold with certainty. The chemist can predict the changes that will result from the union of two salts; but the chemistry of the mind is as yet beyond his reach. As in meteorology we believe there is a science, and a reason that can be fairly assigned for all the changes of heat and cold, of cloud and sunshine, and yet, from the multitude of interacting forces, we despair of being able to predict changes with certainty, so it is in education, and from the same reasons. No man has a patent process which he can apply to all alike. Those, then, who expect to learn how to manage schools and classes, in all circumstances, from a teachers' paper, must be disappointed. It is true that there is much said at the present day about the *science* of education, but it must be taken with these limitations.

It is also true that, even if it were possible to have a paper devoted exclusively to *methods* of common-school work, it would not be desirable for the teachers themselves. The person who studies exclusively *primary* work, who reads only elementary books, who talks and thinks only about elementary drill, is thereby dwarfing himself, and rendering himself unfit to teach thoroughly and well even these very primary studies. The young and inexperienced teacher needs more than any other to read essays and books that shall arouse him to higher efforts, and bring him into contact with the abler members of his profession.

But, granting the objection to have some foundation, whose fault is it? Is it not largely the fault of those who, seeing the want, and knowing the remedy, from indifference, or from indolence, do not give the results of their thinking and of their experience to their fellow teachers? For ourselves we can say, and we think we can for our contemporaries, that well-written, vigorous, pointed articles upon methods of primary teaching, or the results of personal experience, will always be gladly welcomed to our pages.

NOTES FROM THE REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.—The number of male teachers in the state has steadily increased during the past four years, while that of female teachers has decreased. From 1865 to 1866 the male teachers increased over 10 per cent.; from '66 to '67, nearly 9 per cent.; from '67 to '68, more than 11 per cent. The increase from '66 to '68 was  $33\frac{1}{2}$  per cent. The female teachers employed, however, are 57 per cent. of the whole. In 1868 the average number of pupils per teacher was about 37. In 1867, 756 new school-houses were erected, at an aggregate cost of \$1,139,628, or an average of \$1,507; in 1868, 653 school-houses were built, at an average cost of \$1,686. In 1868, an aggregate of 1,913,813 days' labor was performed in the public school-rooms of the state; or, allowing 20 days to a school month and 6 months to the year, 15,948.4+ years.

PRACTICAL DEPARTMENT.—*Duodecimals*.—In developing this subject we have chosen to ask questions, with the view rather of suggesting the ideas and a method, and exciting farther investigation, than to fully discuss the subject.

What are Duodecimals? Give examples. (The division of the shilling into 12 pence, a foot into 12 inches, a year into 12 months, etc.) What is the difference between decimals and duodecimals? Where are duodecimals used? Name the denominations. Repeat the table. In how many kinds of measure are they used? What is the unit? Represent on the board the foot in length; in area; the solid foot. What is the next lower denomination? What part of a foot is it? Represent a prime in length; in area; a solid prime. Describe each. Is a prime always an inch? Practically, is the second used in measuring length? In what measurements is it used? Represent a second in area. What part of a foot is it? What is its name? Represent a solid second. What part of a foot is it? How does it look when regularly formed? Is there any division below seconds in measurement of surfaces? Represent a cubic third. What part of a foot is it? Describe it. What is it called? Of what denomination in duodecimals is the long inch? the square inch? the cubic inch? What do you mean by multiplying length by breadth? Can you multiply a foot by an inch, or two feet by six inches? If the multiplier is considered an abstract number, as  $\frac{6}{12}$ , will not the product be of the same kind as the multiplicand?—that is, one long foot, in stead of a square foot. When we speak of



multiplying length by breadth, in what sense must the term *multiplying* be understood? Give the analysis of the process for reducing 17ft. 5' 8" of surface to square yards. Illustrate by diagram the multiplication of 1ft. 3' in length by itself.

In writing, should such words as leaped, loved, filled, etc., be syllabicated when they occur at the end of a line?

Pronunciation of the words *a* and *the*. Webster says that when *a* is used emphatically as an article or a noun, it is always pronounced *â*; but whenever it occurs as an unemphasized word in a purely English phrase, its regular sound is that of *a* in *far*, somewhat shortened, but it is apt to lose its distinctive character, and fall into a faint and obscure sound like that of *u* in *tub*. When *the* stands alone, or is emphasized, it is pronounced precisely like the pronoun *thee*; but in connection with other words it usually suffers a shortening or corruption of its vowel, being pronounced *thi*, or nearly so, before words beginning with a vowel; and *thû*, or very nearly so, before words beginning with a consonant.

DEPARTMENT OF EDUCATION.—We have received Part II of Commissioner Barnard's Report on School Architecture, embracing Plans for Graded Schools. It is a pamphlet of about 130 large 8vo pages, containing plans and descriptions of the best school-houses which have been built in the principal cities and towns of the country. Containing, as it does, the best models of a large number of architects, it is a work of great value to those who intend building school accommodations. It is one of the most practical reports issued by the department.

The report of Gen. S. F. Cary, Chairman of the House Committee on Labor and Education, concerning the continuance of the Department of Education, has also been received. It is already known that at the last session of Congress that department was degraded to the position of a bureau in the office of the Secretary of the Interior, under the designation of the Office of Education, such change to take place in June next. The committee have made a careful investigation into the charges brought against the Department, from whatever source, especially into the objections of the Secretary of the Interior, and have answered each one somewhat at length. As a result of their investigation, they unanimously recommend that the action of the last session be reconsidered and the Department be reestablished.

It is to be earnestly hoped that this recommendation will be adopted. The need of some governmental agency to collate facts, compare systems, and disseminate information concerning educational laws and institutions, is greatly felt just now, especially in the newer states and territories and in the South. If judiciously administered, such a department would save to these portions of our country many times its cost pecuniarily, and many years of time consumed in blindly experimenting upon one of the most important interests of the people. Besides, it would seem eminently fit that a government whose strength is in the intelligence of its people should at least have a department specially devoted to the cause of education. Surely, our republican government should at least go as far as some of the monarchies of the old world, who find profit by such a department in their own governments.

BOOKSELLERS' ROW.—Concentration, while it is a result of growth in any branch of commerce, is, at the same time, one of the sure agencies for its further increase. The gathering-together of the different trades and professions, each by itself, gives character to their respective localities. In the direction of

literature and educational publications this concentration for the whole Northwest has just been formed by the establishment of *Booksellers' Row* in Chicago. Here, in palatial marble structures, are gathered in one centre some of the oldest and largest book establishments in the country, East or West.

For years our readers have been familiar with the book-house of W. B. Keen & Co., on Lake street. Its history has been identified with the educational growth of the Great West. The business of the house having outgrown its accommodations, a change of locality became imperative. Associating with himself D. B. Cooke, Esq., one of the oldest book-men of the West, Mr. Keen has occupied new and splendid quarters at Nos. 113 and 115 State street. Among every variety of school and miscellaneous books, may be found the publications of Brewer & Tileston, of Boston, whose Western Agent, George N. Jackson, Esq., is at home here.

Adjacent, occupying Nos. 117 and 119, is the house of S. C. Griggs & Co., a name which has been for a long time prominent in the eyes of all lovers of standard literature, represented by the writings of the classic authors of all times, done up in the finest or cheapest styles. Here is the western home of some of the largest publishing houses. Mr. J. H. Rolfe is the agent of Harper & Brothers, and Messrs. Ed. Cook and O. W. Herrick represent the firm of Ivison, Phinney, Blakeman & Co. With their enlarged accommodations, Messrs. Griggs & Co. commence the extensive publication of books, one of which, *Boise's Homer*, just issued, is a model of typographical neatness.

Near to these two establishments may be found the place of the Western News Company, the largest dealers in periodical and newspaper literature in the West.

Occupying No. 111 is the furnishing establishment of A. H. Andrews & Co., ready to supply all the conveniences needed in the school-room, from the best ink-well invented to any amount of apparatus or furniture.

Booksellers' Row may be considered a complete educational centre.

THE Ohio Educational Monthly says "We are credibly informed that the administration of the new National Department of Education has been so unfortunate that its friends in Congress have no hope that it can be saved as a separate agency. It is now proposed to consolidate it and the educational department of the Freedmen's Bureau and what remains of the late Bureau of Statistics into one bureau, to be called the Bureau of Education and Statistics. It is believed that such a consolidation can be effected, and there is sufficient harmony between the several duties thus conjoined to warrant success and usefulness. The Bureau of Statistics has just passed into a more subordinate position; the educational department is all that survives the repeal of the general law creating the Freedmen's Bureau; and the Department of Education passes into a clerkship in the Department of the Interior next June. It is hoped that the pieces of these three wrecks may be saved in the manner indicated. We are heartily in favor of the consolidation."

OBJECT LESSONS.—We present, this month, the first of a series of articles by Miss M. E. Hanford, of Aurora, illustrating the methods of instruction for primary classes by the object system. These sketches will be of value as illustrations of the true method of the development of childish intellect, and of the plan followed by a system of instruction much talked about but not generally understood.

## EDUCATIONAL ITEMS AND STATISTICS.

## OUR OWN STATE.

CHARLESTON.—The monthly report of the Superintendent, J. Hurty, shows the schools to be in a highly-prosperous condition. Additional material for illustration has been supplied, improved methods of instruction have been encouraged, and a greater public interest has been excited. During the month of January the total enrollment was 700; average attendance, 611; per cent. of attendance, 90; number of visits received, 54.

DECATUR.—Our schools commenced the present term with 1500 pupils in attendance. Every seat in the city occupied. Twelve out of the twenty-eight teachers employed in our schools attended the meeting of the State Association in Peoria. Can many cities in the state show a better attendance? Nearly every one takes some educational journal. Inclosed find a copy of the programme of our Monthly Institute, which was held this forenoon. Every teacher but one in the city was present, and prepared to do the work required. We adopted the plan some time since of inviting the members of our Board of Education to come in and preside by turns at our Institute. It is a success. It serves to make the Board better acquainted with the teachers, makes the teachers more careful to be prepared, and thus adds greatly to the interest of the meeting.....*Programme for Institute held Saturday, January 16, 1869.*—9 to 9.15, Devotional Exercises and Roll; to 9.40, Division of Decimals, by Gastman; to 10.05, Geology—Chap. VI of Tenney's work,—by Mrs. Rooker; to 10.30, Discussion—*What effect does the business of Teaching have upon the Teacher? is it Good, or is it Bad?*—Miss Fuller and Mr. Bigelow; to 10.45, Recess, by All; to 11.15, Biography, by Miss Sargent; to 11.35, Oral Spelling, by Miss Kerr; 11.45, Notes of State Teachers' Association, by Mr. McKim; to 12.00, Superintendent.  
E. A. GASTMAN.

JACKSONVILLE.—The following statistics are taken from the Superintendent's Report of the Public Schools of this city for the term closing Dec. 18, 1868. No. boys enrolled, 771; girls, 725; total, 1496. Whole number of days' attendance of all the pupils, 77,488; number of days lost, 6,958½; cases of tardiness, 4,066; time lost by tardiness, 168 days 2 hours 8 minutes; cases of corporal punishment, 267; No. suspended for irregularity, 149; restored, 142; No. suspended for bad conduct, 7; restored, 7; No visits by Superintendent reported by the teachers, 186; No. visits by Ward Committee, 19; cases of tardiness by teachers before 9 o'clock, 74; after 9 o'clock, none; per cent. of attendance, 91.8; per cent. of punctuality, 97.5. Had every pupil attended every day from the commencement to the close of the term, there would have been 110,704 days' attendance; consequently 26,257½ days were lost by pupils' not commencing at the beginning, or leaving before the term closed; hence about 30 per cent. of the teachers' salaries is virtually lost upon these absentees. Our schools are doing well, and some of them will compare favorably with other city schools of much longer standing under a graded system. We hear some grumbling about school-tax, but not a word about the whisky and tobacco tax; the latter being double the former. Our ablest and best men are in favor of our public schools' including a public high school, and many are interesting themselves by visiting the different grades, and are emphatic in their commendations.  
I. WILKINSON, Sup't.

ROCKFORD.—From the recent report of J. H. Blodgett, Principal of West-Rockford High School, we take the following extracts. For the term ending December 18th, the number enrolled in all the schools of that part of the city was 783, being a gain of 120 over the corresponding number in the same term last year; the attendance averaged 637, or 117 more than a year ago. Concerning the importance of the position of Primary teacher Mr. Blodgett remarks, "The policy of the city in distributing its primary schools in various localities is of higher value than to simply bring them near the homes of the little ones. Primary schools with teachers of large hearts and noble purpose, of kindly sympathies, love for their work and skill in understanding the workings of juvenile minds, will be worth more for the moral and intellectual training of good citizens than the more prominent high schools can ever be. The foundation must be well laid, and here we want our best teachers. We can not afford to authorize all sorts of inexperienced practitioners to experiment on the easily-moulded characters of children, hoping to make good all defects and malpractice in advanced stages of the work. Too often we say 'Just as the twig is bent the tree's inclined', and then look for cheapness rather than skill in the one employed to train the moral and intellectual growth." We are glad to indorse the following views of the necessity of ungraded classes in school-systems embracing large numbers of pupils: "Every year's experience adds force to my conviction of the need of an Irregular Department in every system embracing so many pupils as ours. When hundreds of pupils are brought together, it is as easy to cut out classes and form a beautiful gradation as for a tailor to cut garments and arrange beautiful suits when he has an unlimited stock of cloth. There will be abundant remnants, however—pupils sick, unfortunate, lazy or vicious, who will not fit into the prescribed pattern, but who are better worth the saving than the tailors' remnants, which would not be thrown away. We may properly say a pupil shall not be in a given class unless he is like the class in attainment, ability, and efficiency; but we ought to have a place where we can put those who can not work to advantage in the regular classes, and especially those who can only transiently, and irregularly, be brought within school influence. We need special provision to take hold of the truant and the idle when we can reach them and do what we can to train them to virtuous lives, rather than let the designing or careless children of heedless or vicious parents make an absence of two or three days a lawful excuse for going to the street-school, and preparing, by idleness and petty crime, for promotion through the calaboose, the jail, and the penitentiary, to social and moral ruin."

SPRINGFIELD TEACHERS' INSTITUTE.—The Springfield Teachers' Institute met on Saturday, the 13th of February, at 9 A.M., in the High-School building. The Superintendent reviewed the work of the past month, commending progress and pointing out defects. Mr. A. J. Smith, Principal of the Second-Ward School, then gave his views of *History* as taught in our schools. He advocated topical recitations and a free use of reference-books. The subject was discussed by Messrs. Bennett, Suesserott, Scholes, and Brooks. A drill in *History and Geography*, conducted by Andrew M. Brooks, was the next exercise. Connecticut was the topic assigned to the class. Those who were willing to draw a map of the state were excused from the History, and the event proved that they made a good choice. Mr. Chas. F. Willcutt, Principal of the Third-Ward School, drilled the Institute in *Penmanship*. The class were furnished

with paper, pens and ink, and a model lesson was the result. The copy was placed on the board, the teachers took their pens, went to work, and after writing a few moments, their penmanship was examined and the criticism made plain and profitable by being placed on the board. Many of the Springfield teachers have abandoned the old-fogy method of teaching writing, the blackboard and good foolscap paper being used with excellent results. Class methods in *Written Arithmetic*, conducted by Andrew M. Brooks, completed the work of the forenoon. Examples were placed upon the board and the teachers were called on to explain their work just as their pupils do in school. The question Is the explanation sufficient? was then asked. Quite a difference of opinion was expressed as to how much must be taken for granted by pupils of the second grade. The discussion respecting the amount of theoretical and explanatory work to be done by pupils going through the arithmetic for the first time has excited more than ordinary interest in the Institute, some contending that every thing should be completely finished as the scholar advances, others alleging that much of this work should be omitted by beginners, but be thoroughly mastered by pupils of the first grade, when they are preparing for their final examination. The Chairman of the Programme Committee, Mr. James O. Sampson, Principal of the First-Ward School, has prepared the following programme for the meeting to be held on the 13th of March: 1. Roll-call and reading minutes. 2. Devotional Exercises. 3. Remarks by Superintendent. 4. Model Class in *Reading*, by Mr. James O. Sampson. This exercise will be followed by a discussion on Reading by the members of the Institute. 5. Recess. 6. A review of educational papers,—the members being called upon to relate what they have learned during the past month from the *Illinois Teacher*, *Massachusetts Teacher*, *Ohio Educational Monthly*, etc.,—conducted by Andrew M. Brooks. 7. A drill in *Penmanship*, by Mr. James C. Bennett, Principal of the Fourth-Ward School. 8. Roll-call and adjournment.

CRAWFORD COUNTY.—The County Institute held a three-days session at Robinson, commencing Dec. 28th, under the charge of George N. Parker, Esq., County Superintendent. The exercises were of a thoroughly practical character, consisting of drill exercises, essays and discussions upon the daily work of the teacher. A resolution urging teachers to attend institutes, and another indorsing the *Illinois Teacher*, were adopted. Thank you, fellow teachers, for the resolution, once, and again for the list of subscribers accompanying it. We have received from Superintendent Parker an abstract of the condition of the schools of the county for the year ending September 30, 1868. The report contains very full statistics, which show the schools to be improving rapidly. The number of male teachers was 77, receiving \$8,722.37; number of female teachers, 72, receiving \$5,424.16. Highest monthly wages to former \$75, to latter \$30; lowest wages to the former \$20, to latter \$10. The report discusses chiefly and with much force the question of the success of the country schools, urging that it can be accomplished, 1st, by good school-houses; 2d, by well-qualified teachers; 3d, by proper and uniform text-books; and 4th, by greater interest on the part of those interested in the school.

EFFINGHAM COUNTY Institute met at Effingham, December 29, and continued in session three days. The exercises, assuming mostly a drill character, were conducted by Messrs. Hoenev, English, Noble, and Dr. W. I. N. Fisher, the President of the Institute. An evening address was delivered by S. F. Gilmore, Esq. An enthusiastic spirit prevailed.



HANCOCK COUNTY.—Copy of resolutions adopted by the Wythe Teachers' Association, Feb'y 6, 1869:

*Whereas*, upon the intelligence and virtue of the rising generation depends the prosperity of this great American Republic; and *whereas*, our common schools are the foundation of all scholastic education, and to the teacher is largely intrusted the formation of the character of our youth; therefore,

*Resolved*, That it is a duty which every teacher owes to himself, his patrons, and his country, to improve himself by every means in his power.

*Resolved*, That we recognize Teachers' Associations as the best means, next to the Normal Schools, for the improvement of teachers: hence it becomes the duty of every teacher to assist in organizing them and to lend his or her influence in supporting and sustaining them.

*Resolved*, That those who do thus inform themselves and devote themselves to their profession are more worthy of patronage than those who do not.

JOHN S. JOHNSON, Pres't, Warsaw, Illinois.

MARY L. JORDAN, Sec'y, Hamilton, Illinois.

This Association meets every third Saturday, and draws full houses both day and evening. The schools in Wythe Township and vicinity are being largely benefited by it. The Hancock County Teachers' Institute meets in Hamilton, April 13th next.

G. W. BATCHELDER, Co. Sup't.

KANKAKEE COUNTY Institute held its annual session at Manteno, commencing Monday, Nov. 16th, and continuing one week. Though the weather was unfavorable, yet we had a goodly number in attendance. Lectures were delivered by Prof. E. C. Hewett, on *True Views of Education*; by Dr. J. M. Gregory, on *The Advantages of an Educated Mind*. Both were highly interesting and instructive. Having mustered and drilled for one week under our able captains—Rev. J. Higby and Prof. Hewett,—each soldier in this army felt better able to fight against the great beast—IGNORANCE. The usual resolutions were passed.

MACON COUNTY Teachers' Institute held a session of four days, commencing at 10 o'clock A.M., Monday, Dec. 21. The number of teachers present and participating in the exercises would average about forty. Prof. E. C. Hewett, of the State Normal University, was present after the first day, and conducted a majority of the exercises after his arrival. Prof. Reynolds was present on Wednesday and Thursday, and gave the Institute some sensible ideas in the matter of *Penmanship*. Prof. Smart, late Instructor of Elocution in the schools of Ft. Wayne, Ind., said some excellent things about teaching *Reading*. He also gave a rendering of Barbara Frietschie, which was received with general applause. Exercises in *Arithmetic*, *Penmanship*, and *Government*, were conducted by Prof. Gastman; in *Grammar*, by Messrs. McLean and McKim; in *Reading*, by Prof. Smart, Messrs. Bigelow and McClintock, Mrs. L. J. Rooker, and Miss E. E. Crocker. Lessons in *Phonics* were given by Miss M. M. Sargent. Rev. A. L. Brooks lectured before the Institute on Tuesday evening, and Prof. Hewett on Wednesday evening. Both lectures were fraught with lessons of instruction, and should have been listened to by every body in Decatur. Pres. Park, County Superintendent, was present and acted as Moderator at all the meetings, and did much by his efficient management toward rendering all the services both pleasant and profitable.

MARION COUNTY.—The next session of the County Institute will be held at Odin, on the 30th of the present month.

PIATT COUNTY.—A Teachers' Institute was held at Monticello on the 7th, 8th and 9th days of January, 1869, which was a complete success. Fully two-thirds of the teachers of the county were present, and all discharged the duties assigned them promptly and well. Dr. J. M. Gregory, of the Illinois Industrial University, and Prof. E. C. Hewett, of the Normal University, were present, and delivered able lectures on educational topics. Prof. Hewett also

took an active part in the exercises pertaining to the several branches taught in our schools, and gave the teachers some very valuable instruction in the *Theory and Art of Teaching*. The people of Piatt county are thoroughly aroused to the cause of popular education. John W. Coleman, Co. Sup't, has spared no pains in procuring energetic and competent teachers to supply the several schools of his county, and the present prosperous condition of our schools is mainly due to his untiring energies. Our schools were never on so good a footing as at present. Piatt will yet be in the front rank in educational matters.

CALEB A. TATMAN, Pres't.

JOHN A. WILLIAMS, Sec'y.

POPE COUNTY.—The Institute in this county met during the last four days of the year. The attendance of teachers was good, and the exercises were chiefly illustrative of the actual work of the school-room. The exercises were varied by essays, select readings, and lectures.

PUTNAM COUNTY.—The Institute for this county met at Hennepin, January 21, and continued two days. J. S. McClung, Esq., County Superintendent, was chosen President, and George S. Ricker, of Hennepin, Secretary. Prof. Hewett, of Normal, conducted very interesting exercises in *Geography* and *History*, and spoke upon the subject of *School Government*, drawing out many excellent ideas. Prof. Powell gave instruction in *Arithmetic*, *Grammar*, and *Phonics*. An admirable essay on *Ventilation* was read by Prof. L. S. Thompson, of Lacon, and the subject *Gradation of District Schools* was discussed by Prof. Powell. The question-drawer formed a very interesting and profitable feature of the exercises. An evening lecture was delivered by Prof. Hewett: subject—*True Views of Education*. The teachers of the county were very generally present, and the session throughout was a complete success. A local institute is to be held at some place in the county once in four weeks, at which exercises will be conducted by the teachers of the county. The first one will meet at Granville, February 20.....*Hennepin*.—The Monthly Report of Public Schools for January shows an average enrollment of 167; average attendance, 162; per cent., 97; neither absent nor tardy, 54. All the departments are in a flourishing condition.

R.

#### FROM ABROAD.

INDIANA.—The educational meetings of the state were held during the holidays at Richmond. *The Collegiate Association* met December 29. The principal papers were the address of the President, Dr. Nutt, on *The Importance of an Acquaintance with the Classics*; and one on *The Importance of the Study of Greek*, by Prof. E. E. Ballantine, of Indiana State University. A committee was appointed to prepare a Course of Study that shall harmonize the courses of the various colleges of the state. After considerable discussion on the propriety of a change in the college curriculum to meet the practical demands of the times, the subject was continued until the next meeting of the Association, which is to occur early in July next. Hon. Barnabas C. Hobbs, State Superintendent, was chosen President for the next year.....*The Association of City and Town Superintendents* adopted a constitution and elected J. M. Olcott, of Terre Haute, President. It was agreed to exchange monthly reports embracing the following items: whole number enrolled, by sexes; average number belonging; average daily attendance; per cent. of attendance; number of

tardinesses: and number of pupils neither tardy nor absent.....*The State Teachers' Association* was welcomed to the city by Judge Yaryan, President of the School Board, who said that while those teachers governed best who used the rod least, we were not ready to abandon it entirely. He urged the cultivation of good manners on the part of the teacher, and a faithful devotion to his profession. The Inaugural Address was delivered by Pres. A. C. Shortridge, Superintendent of Schools in Indianapolis. Papers were presented and discussions had upon the following subjects: *Compensation of Teachers*, by H. S. McRae; *Course of Study for High Schools*, by W. A. Bell; *Amendments to the School-Law*, by Thomas Charles; *Composition-Writing*, by C. W. Hodgkin; *Teaching Civil Government*, by Mr. Townsend, of New York; *The Duty of the State to Educate all her Children*, by A. M. Gow; *Teaching Natural Science in Common Schools*, by Prof. Tingley; *Music in Common Schools*, by Prof. Loomis; *The Relation of the Colleges to the Public Schools*, by J. M. Olcott. Addresses were delivered by Mr. Venable, of Cincinnati, on *Practical Education*; and by Prof. W. D. Henkle, of Ohio, on *Mind and Matter*. Five Associate Editors were appointed for the Indiana School Journal, first of whom is A. M. Gow, formerly editor of the Illinois Teacher. Joseph Tingley was elected President for the ensuing year. The Association will hold its next meeting in Indianapolis.....The following has been adopted by the State Board of Education as the qualification for examination of candidates for State Certificates, as published in the School Journal: I. Satisfactory evidence of undoubted moral character, certified by Board of Trustees, by teachers of high standing, from ministers of the gospel, or from other reliable persons known to the board. In case the applicant is personally known to a member or members of the board, such certificate will not be required. II. Professional ability.—1. Thirty-six months of successful teaching or superintending, ten months of which time shall have been spent in this state. 2. A high degree of proficiency in the Theory and Practice of Teaching. III. Scholarship.—1. An accurate and a comprehensive knowledge of the six branches required by law. 2. Physiology, and History of the United States. 3. Elementary Algebra, Geometry, through the first three books, and first principles of Natural Philosophy. 4. Physical Geography, and First Lessons in Botany. 5. Elements of Rhetoric, Mental and Moral Science. 6. Constitution of the United States, Constitution of Indiana, and School-Laws of Indiana.....The following statistics are from the Sixteenth Annual Report of the Superintendent of Public Instruction: The total school-fund of the state is \$8,259,341.34. The whole number of children in the state subject to enumeration for school purposes is 591,661. Number of townships in the state, 988; of incorporated towns, 108; of cities, 37; of pupils attending school, 436,736. Average daily attendance in the schools, 283,340. Number of male teachers employed, 6,492; of female teachers, 4,236. Amount expended for tuition, \$1,474,832.48. Total amount of school revenue collected during the year ending Oct. 10th, 1868, \$1,474,832.47.

KANSAS.—The following, taken from the Report of Prof. L. B. Kellogg, Principal of the State Normal School, defines clearly and accurately the proper place of the Normal School among educational institutions: "*The Normal School*.—The true place of the Normal School in our educational system does not seem to be clearly apprehended by many of its friends. It is, by some, classed in the college or university system. The Normal School is thus thought of as an institution similar in kind to the universities at Harvard, Ann Arbor,

and other places. In the minds of others, the Normal School occupies something of an intermediate place between the common school and college; higher than the one, not so high as the other. It is looked upon as an academy or preparatory school, where young men and women can be fitted to enter college. Neither of these is correct. The Normal School occupies a position distinct from that of any other institution of learning in the state. It is neither an academy nor a college, and ought not to be confounded with either. Its aims and aspirations are entirely different. Its course of study has little in common with either grade of institutions, the classics finding no place in its curriculum of study. Where the studies are the same, the methods of instruction differ widely. Its design is, not to prepare its students for general business, but for a special vocation—that of teaching. But while the connection of this institution with the college system of the state is remote, with the common-school system it enters into near and permanent relationship. Every thing that it does, every lesson learned and recited within its walls, every lecture delivered, every teaching-exercise conducted, is with direct reference to the wants of the public schools, and is intended for their improvement. The true place of the Normal School is, therefore, *in and at the head of the common-school system.*"

MAINE.—The three Colleges of Maine—Bowdoin, Colby University, and Bates—contain altogether 225 students.....By the returns, as made to the Superintendent of Public Instruction, the number of persons between the ages of 4 and 21 years is 225,200. For 1858 the returns give 241,883, showing a decrease in 10 years of 16,683. This decrease is, however, judged to be apparent rather than real, and is attributed to lack of fidelity in officers making the returns.....*The Maine Normal* makes its appearance, with the new year, under the name of *The Maine Journal of Education*, and with its new name dons a new dress. A. P. Stone, of Portland, is Resident Editor, assisted by eleven monthly editors. We wish the Journal every success. Its influence is much needed, and under its able editor-in-chief it will do a good work. Published by B. Thurston, Portland.....*The State Industrial College* opens with a class of 15. The prospects are considered very encouraging.

#### MASSACHUSETTS.—

The Saratoga Board of Education, when it was established two years ago, deemed whipping inexpedient, and passed a resolution prohibiting the infliction of corporal punishment. They now think the plan does not work well, and have rescinded the resolution. Journal.

Corporal punishment in schools has been entirely abolished, with success, in one district in Boston, where there are over 3000 pupils. Transcript.

We are informed that the above statement, which has gone the rounds of the papers, gives a wrong impression. The fact is that, in a *girls'* school, and the primary classes connected with it, there was no corporal punishment for *three months*. The teachers abstained from it at the earnest request of the Chairman of the Committee.

Mass. Teacher.

*Public Libraries.*—Of the five libraries in this country having over 100,000 volumes, three are in Boston and Cambridge. First is the library of Congress, with 175,000 volumes; second the Boston Public Library, with 145,000; then, successively, the Astor, the Library of Harvard, and that of the Boston Athenæum. With the exception of the Library of Congress, the Boston Public Library increases the fastest, having increased 8,500 volumes the past year, which is nearly four times the yearly gain of Astor or Harvard. The Athenæum has 100,000 volumes; the State Library has 28,500.

Mass. Teacher.

The first case under the Massachusetts statute of 1867, relating to the

schooling and hours of children employed in manufactories, was tried in Salem on Tuesday. Two complaints were made against the overseers of the Naumkeag Cotton Mills for employing a boy and girl, between the ages of 10 and 15 years, who had not attended school during the year. Judgment of guilty was rendered in both cases; but the defendants appealed, and the matter will soon come before the Superior Court in Salem.....*Boston*.—In Boston boys can not obtain license to black boots, sell newspapers, etc., without attending school at least two hours each day.....The Boston Latin School is the oldest institution for education in the United States.

MICHIGAN.—The eighteenth annual meeting of the *State Teachers' Association* convened at Adrian during the holiday week. The opening address was delivered by Hon. O. Hosford, State Superintendent, the subject being *Relations of the Different Parts of our Educational System*. A paper on *Primary Teaching and the Means of its Improvement* was read by Superintendent McLouth, of Battle Creek. A discussion followed upon the same topic. The paper of the President, Prof. H. L. Wayland, was upon *Woman and her Destiny*. The address stated that woman had been unable to attain equal position with man from two agencies—those from without, and those from within. The first were legal, political, industrial and educational disabilities. The second embraced a readiness on the part of women to accept dependent positions, their contentment with low aims in life, the low demands they make on others, disloyalty to their own sex in allowing the assertion of their inferiority, their unjustness to each other, their want of individuality, want of resolution, and want of faith in their own powers. The speaker thought that woman's destiny was in the word *equality*. Miss Julia A. King read a paper on *Teaching outside of Text-books*. A paper was presented by Prof. T. C. Abbott, on *The Study of English Grammar*. Miss Webb presented a paper on *Parental Interference*. Prof. Abbott, of Lansing, was made the next President of the Association. The usual courtesies were extended to members of the Association by the people of Adrian, who, in addition, displayed the unusual generosity of canceling the bills of all members stopping at hotels. The next meeting of the Association will be held in Saginaw.....At the meeting of the *County Superintendents' Association*, held at the same time and place, there was universal testimony in favor of the present system over the previous one. Papers were read by Sup't Ford, of Niles, on *Visitation of Schools*, and by Sup't Ballou, of Allegan, on *Normal Training-Classses*, and discussions were had on the same subjects.

MINNESOTA.—*University*.—This institution seems to be emerging from its neglected condition. The debt has nearly been removed, and it has an endowment of about 34,000 acres of land. In 1867 the preparatory department was opened, in charge of Professor W. W. Washburn as Principal. Its attendance during the past term has been 110 students. The Agricultural land grant has been given to the University, and the agricultural department will be opened the present term, under the superintendence of Professor Edward H. Twining, who has, until recently, filled the chair of Natural Science in Washington-and-Jefferson College, Pennsylvania. The higher departments will be opened during the present year.....The following statistics appear in the State Superintendent's Report for 1868: Number of districts in the state, 2,353; number of children between 5 and 21 years of age, 129,103; number attending school, 81,696; number of teachers—male 963, female 2,313; aver-



age monthly wages of male teachers, \$36.23, being an increase over the same item in the previous year of \$1.62; average monthly wages of female teachers, \$22.15, being an average decrease of \$.13; whole number of school-houses, 1,776; value of school-houses, \$1,091,559.42; amount of school-fund, \$245,943.13; whole amount expended for school purposes, \$805,369.05.

NEW YORK.—There are four Normal Schools in full operation. Two others will soon be opened, and two more in the year 1870. The expenditures for teachers' wages in the year 1868 were \$5,586,546.42; number of children of school age, 1,464,424, of whom 492,912 did not attend school at all during the year; 16,580 teachers taught 28 weeks or more during the year; the whole number of teachers was—males 5,883, females 21,870; the total expense of schools for the year was \$9,019,827.65; the average wages paid to each teacher were \$337, being an increase of \$24 over the same item of 1867.

OHIO.—The College Association, at its late meeting at Columbus, resolved that the colleges will admit students from high schools who have not studied Greek, to the colleges classes for which they are prepared in the Mathematics, in Natural Sciences, and in Latin, and will furnish such students an opportunity to make up their Greek to the grade of their other studies.....In Cincinnati and Dayton all the pupils in the public schools receive instruction in Drawing.....In Canton the Board of Education has adopted a rule forbidding, under penalty of immediate removal, the introduction of any religious exercises or 'views' into the public schools.

PENNSYLVANIA.—From the thirty-fifth Annual Report of the State Superintendent we take the following statistics: Number of school-districts in the state, 1,918; increase in one year, 29. Number of schools, 13,666; increase, 231. Number of graded schools, 2,382; increase, 137. Number of teachers, 16,771; increase, 248. Number of pupils, 800,515; increase, 11,126. Average number of pupils, 508,104; increase, 27,234. Total cost of schools, \$6,200,537.96; increase, \$1,039,787.79. Average attendance of pupils, 438,323; increase, 23,786. Per cent. of attendance in 1868, .637; in 1867, .628. Average cost of tuition per month for each pupil—in 1868, 90 cts.; in 1867, 85 cts. Whole number of male teachers in 1868, 6,935; increase, 316. Whole number of female teachers in 1868, 8,569; decrease, 21. Average monthly salaries—males, \$37.28; females, \$28.76. Total amount appropriated for Normal Schools, \$84,984.48. A year since there were 15 districts in the state that refused to put the common-school system into operation: there are 10 districts that still refuse.....*Philadelphia*.—Whole number of pupils registered, 134,199; whole number belonging at the close of year, 80,410; average attendance, 69,781; percentage of attendance on whole number registered, .51; percentage of attendance on number belonging at close of year, .87. Number of teachers—males, 81; females, 1,286; total, 1,367. Amount paid for salaries, \$656,159.50. Amount expended for all school purposes, \$1,501,619.59.

RHODE ISLAND.—From the Report of the Superintendent of Schools of the City of Providence we learn that the number of scholars registered is 8,324, 350 of whom have been received into the high school, 2,034 into the grammar schools, 2,084 into the intermediate, and 3,845 into the primary schools.

VERMONT.—Rev. Roger S. Howard, D.D., of Woodstock, has been elected President of Norwich University.

## NOTICES OF BOOKS AND PERIODICALS.

(24) MITCHELL'S Geographies have been long and favorably known to the teachers of the United States. The distinguished author, whose recent death all lament, was constantly and laboriously employed, even to the last, in improving and elaborating his various geographical works. His earlier series of school geographies was revised and brought down to the year 1868, while an entirely new series was issued by his enterprising publishers. While views differ as to methods of pursuing the study of geography and of presenting it to pupils, no one has ever questioned the accuracy or fidelity of Mr. Mitchell as a geographer. To those who pursue the old system of geographical study his geographies may be unhesitatingly recommended, as simple in arrangement and accurate in detail. The Physical Geography is very valuable.

(25) WE have looked through this book with some care, and have been much pleased with our examination. The author, as he states in his preface, has aimed to make a practical first book in Latin, suited to the capacity of beginners, and yet full enough for a book of reference throughout a course of preparation for college. As soon as the first declension is mastered, practical examples for translation are given, and then the verb is studied through a partial paradigm of the first conjugation. Thence the grammar and reader proceed *pari passu*. The rules for gender are carefully elaborated and simplified, especially for the third declension; and from them the pupil is expected to learn the genders, as the vocabulary omits them. The grammar is full and clear, and the exercises are excellent. The author has judiciously avoided many of the common faults of our various exercise- and grammar-books, and we should judge that a pupil with this system would not only make rapid and easy but thorough progress,—thus avoiding the common objection to such systems, that they give no grammatical drill.

(26) THE critical scholarship of Prof. Boise would justify the presumption that a Greek text-book edited by him would have many valuable features. The admiration awakened by an examination of this edition of six books of the Iliad surpasses the expectation which arose when the announcement was made that the book was in press. The text is a reprint of that of W. Dindorf. In the notes numerous references are made to Hadley's and Kühner's Greek Grammars, and Goodwin's Greek Moods and Tenses. There are occasional references to Smith's Dictionary of Antiquities, and the opinions of distinguished Greek scholars upon controverted points are given. The editor points out the correct course to be pursued to attain success in classical study; and evidently aims "not so much to solve all difficulties for the learner as to direct him how to solve difficulties for himself." To the pupil who earnestly desires to appreciate and enjoy the beauties of the great epic poet, and to understand the grammatical structure of that unsurpassed language in which 'Old Homer' sang, who estimates the value of classical study not by the time in which he may be connected with an institution of learning, but by the mental vigor and strength which results from earnest effort and unwearied labor, we cordially commend, as an aid, this edition of the first six books of the Iliad. The typographical appearance is agreeable to the eye, and reflects much credit upon the publishers. We notice that this book has already been adopted as a text-book in the University of Michigan.

(27) In the year 1865 the subject of Phonetic Printing was referred, by the Massachusetts State Teachers' Association, to a committee consisting of Messrs. Josiah A. Stearns, Albert G. Boyden, William H. Seavey, Abner J. Phipps, and Caleb Emery, with instructions to report through the Massachusetts Teacher. For the purpose of giving a full idea of Dr. Leigh's system as adopted in the readers before us, we can not do better than to quote that portion of this committee's report which alludes to it. They say of it that

it consists in such a modification and adaptation of the type in common use as to enable it to perform the office of a perfect phonetical alphabet. It

(24) MITCHELL'S NEW PRIMARY AND NEW INTERMEDIATE GEOGRAPHIES, NEW SCHOOL GEOGRAPHY AND ATLAS, GEOGRAPHICAL QUESTIONS, and PHYSICAL GEOGRAPHY. E. H. Butler & Co., Philadelphia.

(25) BINGHAM'S LATIN GRAMMAR. E. H. Butler & Co., Philadelphia.

(26) THE FIRST SIX BOOKS OF HOMER'S ILIAD; with Explanatory Notes. By James R. Boise, Professor of Greek in the University of Chicago. S. C. Griggs & Co., Chicago. \$1.75.

(27) LEIGH'S PRONOUNCING EDITION OF MCGUFFEY'S NEW ECLECTIC PRIMER AND READER. Wilson, Hinkle & Co., Cincinnati.

presents a clear page, agreeable to the eye, and differing so slightly from the common print that a transition from the one to the other is easy and natural.

The advantages claimed for the use of this type in teaching to read are thus stated: 1st. The same letter has always the same sound; there is no confusion from contradictory teaching as there is in do-go-on, etc., which aids the memory, and awakens an intelligent interest in the mind of the pupil. 2d. The child can use the letters; they guide him with certainty to the right sound. He can help himself, and be independent: this he loves, and it does him good. 3d. The confident presence, in every word in the lesson, of letters guiding to the right sounds, forms and fixes the habit of giving each sound correctly and distinctly. 4th. This print leads to natural, easy and interesting methods of teaching. In the charts the sounds are arranged and taught in their natural order and relations. There is a harmony and rhythm which is natural, and therefore pleasing to the children, arresting and fixing the interested attention of the whole class. Such is the system to the discovery and perfection of which Dr. Leigh has devoted the most self-denying, earnest, heroic effort, during a period of more than twenty years. For his devotion to science, if nothing more, he certainly deserves profound commendation. Long since, this committee were prepared to report a favorable result of their investigations; but, as no books in the new type were then published, it was thought expedient to delay any public statement till opportunity should be given to test the system in the school-room. A number of primary reading-books have now, for a considerable period, been before the public in the new type. They have sustained the required test in practical teaching, and afforded to persons using them entire satisfaction. From St. Louis, from the Capital of the Nation, from New York, from Boston, from all over the land, come the testimonials of distinguished educators, who have tested Dr. Leigh's system in their school-rooms, and decided unequivocally in its favor. A single recommendation may serve as a specimen of the whole. It is from the distinguished Principal of the Boston Training-School and her associates. "As compared with our corresponding classes in former years in common print, the classes we have taught the past year in Dr. Leigh's print, 1st. Learned the letters and sounds with as great facility as the others did the *Alphabet*. 2d. Read twice as many pages. 3d. Pronounced much more correctly and distinctly. 4th. Analyzed words or spelled by sound admirably. 5th. Could study their lessons, finding out new and hard words themselves, without any one to tell them. 6th. Made the transition to spelling by letter without difficulty. 7th. Made the transition to reading in the common print without difficulty. 8th. Read fluently, calling words at sight, in stead of spelling out so many words. 9th. Read naturally and with expression. 10th. We secure more interest and wide-awake attention from the whole school."

Stronger indorsement than this need not be asked for the system. It seems to us to be wholly practical, and promises a great saving of time and labor in teaching small children to read.

(28) A LITTLE book arranged on a progressive plan, presenting—first, exercises in the use of simple words formed from the elementary sounds; second, lessons exercising thought in accordance with the simple rules of grammar; and third, lessons formed on the objective method. It seems well adapted for a book of instruction for beginners.

(29) HERE are two volumes—*First Lessons in Botany*, and *Field, Forest and Garden Botany*—bound in one. By the following analysis of the 'Lessons', it will be seen that the subject is systematically discussed, and in such a manner as to increase the interest of the student in the study. We might have said, to create an interest on his part, if none already existed, for the history of plant life and growth is so plainly told that reading is understanding; and who can understand without being interested? The topics considered are—*Botany as a branch of Natural History; The Growth of the Plant from the Seed; Growth of Plants from Buds and Branches; Morphology (various sorts and forms) of Roots, of Stems and Branches, of Leaves, and of Leaves as Foliage; Arrangement of Leaves, of Flowers; The Flower: its Parts and Organs, its Plan, Calyx and Corolla, Stamens, Pistil, Receptacle, the Fruit, the Seed; How Plants Grow: Cellular Tissue; Wood; Anatomy of Root, Stem and Leaves; the Plant in action; Plant Life; Species and Kinds; Botanical Names and Characters; How to Study Plants; Botanical Systems; How to Collect Specimens and form a Herbarium.* This part of the work embraces over two hundred pages. The remaining part of the book is designed as an introduction to the common plants and flowers of the United States. It is concise, and is made simple by the omission, as far as possible, of technical terms. It is the knowing friend who will introduce us to the world of vegetable life about us, as individuals.

(30) In the presentation of its subject, the work before us has adopted the plan which harmonizes with nature and also with the true spirit of investigation. Facts are first noticed, and from these principles are drawn, laws are derived, and science is built up. No vague theory is advanced and facts ad-

(28) NEW PHONETIC READER, NUMBER ONE. BY A. KNEELAND AND J. H. JONES. Wilson, Hinkle & Co., Cincinnati.

(29) SCHOOL AND FIELD BOOK OF BOTANY. BY ASA GRAY, Professor of Natural History in Harvard University. Iveson, Phinney, Blakeman & Co., New York; S. C. Griggs & Co., Chicago. 386 pages. \$2.50.

(30) HAND-BOOK OF CHEMISTRY. BY W. J. ROFFE AND J. A. GILLET. Woolworth, Ainsworth & Co., Boston.

duced — some times distorted — to support it, but the disposition to discover the truth is apparent at every step. In language the book is simple, adapted to the comprehension of beginners in the science. The experiments presented are admirable for the purpose. Against them we know of only a single objection: that is their expense. Had some others, of simpler character, been shown, an objection to the very extensive use of the work would have been removed. As it is, but few laboratories have apparatus necessary for all; while the expense of purchasing it, even at the prices named in the list, is so great that individual students or small classes will not incur it. The authors have shown great care and accuracy in preparing the details of the work, and good judgment in adopting the new system of chemical notation, which must come into universal use. Being teachers themselves, they are prepared to appreciate the character of the teacher's work, and intelligently to supply its wants. Working in this spirit, they have produced a book which is accurate, adapted to its object. w.

(31) THE reputation of Dr. Dalton, as the author of a work on Physiology which is adopted as a text-book by numerous medical schools, is a sufficient guaranty of the reliability of the volume before us. When such a man writes such a book for use in the common school, it is from a desire to enlarge the amount of useful knowledge, and not for the purpose of gaining a reputation or of making a book. His work is not confined to the anatomy of the system or a scientific treatment of the functions of its members, but derives great value from its application of science to the common experiences of life. The section treating of the Nervous System, wherein are discussed the Senses, the Will, the Instincts, and the various operations of Mind, and the last section, which speaks of the Development of the system, are of especial value. w.

(32) EDUCATORS can not well give too high a place to the study of language among subjects taught in schools and colleges. As a mental discipline it fills an important place which no other study can take, and as an introduction to some of the best minds the world has seen, through the literature of the last half-dozen centuries, it is one of the most powerful agents for high mental culture. As showing the growth of the English language through its different stages, it is clothed with an interest hardly second to any other study. The introduction into the colleges of scientific and elective courses of study has given to English literature a prominence as a branch of instruction which it justly deserves. As a text-book, the one before us takes a different course from either the system of lectures, with brief illustrations, pursued by some, or the mere compilation of extracts of different authors, made by others. The plan of the author is to present selections of considerable length from the great English authors of different periods as representatives of the literature of their respective times. These selections are given, as far as practicable, in the spelling of the original editions, so as to afford the best possible opportunity for the etymological study of the language. It is intended that these selections shall be critically studied, much as a Latin author is studied, the student examining their orthography, the structure of their sentences, their rhetorical features, their historical and æsthetic characteristics. As aids to the student, critical notes by the author are attached to each selection. Part Second of the book consists of a systematic treatise on the elements of the language, under the following topics: "Formation and Growth of Language; Its Departments; Orthoëpy; Orthography; Syllabication; Accentuation; Derivation; Punctuation; Prosody; Oratory; History; Scientific Discourse; Fiction; Dramatic Literature; and Poetry." The work is evidently prepared with great care, and seems to us excellently adapted to the purpose for which it was intended. w.

(33) THE NATIONAL SUNDAY-SCHOOL TEACHER, edited by Rev. Edward Eggleston, should be in the hands of every Sabbath-School teacher in the land. We should be glad, also, to see it in the hands of all school-teachers; for the life, the methods, the spirit, found in it are applicable to all teachers alike, and all would be the better teachers by its influence. Published by Adams, Blackmer & Lyon, Chicago. \$1.50.

(31) A TREATISE ON PHYSIOLOGY AND HYGIENE. By J. C. Dalton, M.D., Professor of Physiology in the New-York College of Physicians and Surgeons. Harper & Brothers, New York; S. C. Griggs & Co., Chicago. For sale by Strickler & Co., Peoria.

(32) AN INTRODUCTION TO THE STUDY OF ENGLISH LITERATURE. By Henry N. Day, Author of *Logic*, etc.: Charles Scribner and Company, New York; Hadley, Hill & Co., Chicago. 12mo., 539 pages.



## ILLINOIS TEACHER.

(34) CONSIDERING ethics as the science of sciences, the one above all others, President Hopkins has given years of study to its advancement. The present volume is the result of his investigations. It is divided into two parts. Part I treats of Theoretical Morals, discussing the various obligations resting upon man as a moral agent, the character of Love, and Law as applied to it. Part II is devoted to practical morals as involved in man's duty to himself, to his fellow men, and to God. The numerous obligations resting upon us in our various relations to society are clearly presented. This work was, in substance, delivered in a course of lectures before the Lowell Institute last winter, from which we may infer that the subject is treated, as far as can be, in a style clear and attractive to every thinking mind. A book of this character and adapted for use as a text-book of instruction will be welcomed by teachers generally.

W.

(35) THE character of the year may be learned by the study of a few days selected from its seasons. A few views representing Alpine scenery give an idea of the mountains of Switzerland. So the story of some of the prominent acts of a man's life may reveal to us his character, or the record of the principal events in a nation's history may convey a correct knowledge of that history. Acting upon this principle, the author has selected from events and characters connected with the history of England, from the year 900 to 1329, those which gave shape to their own times, and so to the early character of the English nation. These 'cameos' are forty-one in number, and are presented in a style so attractive as not only to interest the reader, but really to engage his attention as soon as their character is known. They are so skillfully selected and arranged that, together, they form the prominent features of a beautiful panorama. As a historian the author of this volume has a reputation which amply vouches for its reliability. Additional value is given to it as a text-book by the fact that it was originally written in another form for the reading of young people, and afterward rearranged for the present purpose. As a history of the Norman race of sovereigns we know of no more excellent book than this.

W.

(36) THIS is an excellent book—a capital book, one which we can heartily commend for the reading of the little folks, folks not so small, and for grown-up folks too, for they will be glad, in reading it, to revive the fancies and experiences of younger days. It contains selections from the realm of poetry, of short pieces especially adapted to the young, from the 'Nursery Song', by Mrs. Carter, to the selections of the class found in our highest school readers. "Picturesque, narrative, descriptive and domestic pieces have particularly been sought, as they generally find their way readily to young hearts." They all have a refining and elevating influence. These selections originally appeared as 'The School-Girl's Garland', but now take, very properly, their more comprehensive name. For the sake of cheapness, the original two volumes are published in one.

(37) INASMUCH as there are all sorts of people in the world, there is probably a demand for all sorts of literary pabulum for their entertainment. The food contained in Mr. Reid's story we consider very light, affording nourishment for neither the mental nor moral man, but weakening to both. There are plenty of more instructive and entertaining books to put into the hands of American youth, and books whose influence will be elevating in their tendencies.

W.

(38) THE SEMINARY MAGAZINE.—It is one of the good signs that the teachers of Old Virginia have organized themselves into an association and established an educational journal. We might better say that an educational department has been opened in the above-named magazine, published by M. W. Hazelwood at Richmond. The department is in charge of Wm. R. Abbott, one of the prominent educators of the state. We wish our brother all success in his editorial labors. He has plenty of hard work before him.

(34) THE LAW OF LOVE AND LOVE AS A LAW; or, *Moral Science*. By Mark Hopkins, D.D., LL.D., President of Williams College. Charles Scribner and Company, New York; Hadley, Hill & Co., Chicago. 12mo., 342 pages.

(35) CAMEOS FROM ENGLISH HISTORY FROM ROLLO TO EDWARD III. By Miss Yonge, Author of 'The Heir of Redclyffe'. D. Appleton & Co., New York; S. C. Griggs & Co., Chicago. For sale by Strickler & Co., Peoria. 12mo., 475 pages. \$1.75.

(36) GARLAND OF POETRY FOR THE YOUNG. Mrs. C. M. Kirkland. Charles Scribner and Company, New York; S. C. Griggs & Co., Chicago. For sale by Strickler & Co., Peoria. 12mo., 696 pages. \$2.25.

(37) THE CHILD WIFE. By Captain Mayne Reid. Sheldon & Co., New York; S. C. Griggs & Co., Chicago. For sale by Strickler & Co., Peoria. 12mo., 402 pages. \$1.50.



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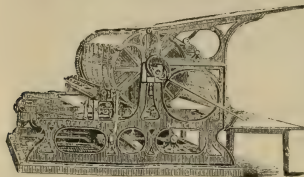
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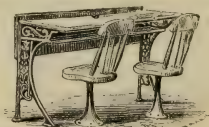
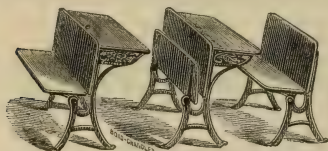
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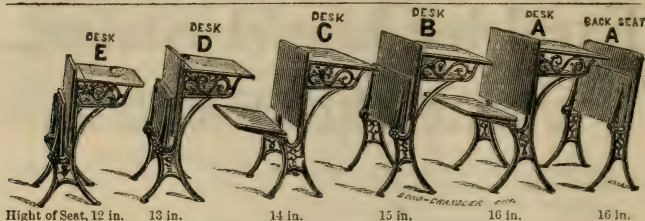
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## PRESIDENT'S ADDRESS.

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Delivered at the Fifteenth Annual Meeting of the Illinois State Teachers' Association, at Peoria, Dec. 28th, 1868,

BY DR. J. M. GREGORY,

President of Illinois State Industrial University.

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GENTLEMEN AND LADIES:

I ought not to enter upon any formal discussion till I have here, in the presence of this Association, made my public acknowledgments to the teachers and leaders of education in this great state. Attracted from the side of old friends and associates, to undertake, in your midst, a work of unwonted difficulty and importance, the cordial greetings, and the prompt and generous coöperation, which you extended to me and my efforts, were as valuable as they were cheering. When ignorant, or malicious, writers assailed my plans and defamed my character and motives, the cordial and unhesitating assertion of your confidence, emphatically expressed by making me, stranger as I was, the President of your great and powerful Association, was as magnanimous in you as it was cheering to myself. Gentlemen and ladies, please accept, now and here, thanks to which my heart would gladly lend more eloquence than my poor tongue can attain. If in any measure I shall be permitted to serve the state and its youth, the ability to do this will be in no small degree the result and ripened fruit of the influence you have so generously lent me. If there were wanting, in my mind, any final and full assurance of the ultimate success of this great and unique enterprise of our Industrial University, it would be amply supplied by the spirit and power of this Association. Happy the state whose teachers present a front so powerful and compact as is exhibited in this society. Thrice happy the youthful generation whose instructors are thus alive to the grandeur of their work, and the extent of their power! With these few words of thanks and greeting, I turn to the theme selected for this hour.

## CULTURE.

Scholarship, the ripe and beautiful product of education, has two chief ornaments,— *Culture and learning*. On the due measure and proper character and combination of these two, the substantial value and excellence of scholar-

ship depend. By learning I mean acquired knowledge—the science studied and treasured up in the memory, and made a possession of the mind. By culture I intend not only the disciplined strength of the mental powers and the habits of thought, but also that fine temper of soul—that general and noble refinement of spirit and manner which long dwelling with scholarly men and scholarly thoughts begets.

Both of these elements are essential to a sound and practical education. If learning be wanting, or be insufficient, inaccurate, or unsound, then scholarship becomes a mere surface show—a shining sham—full of airy, fantastic tricks, but without solid worth,—a pretense and not a power, a literary counterfeit, passing current among fools, but rejected by men of real sense and discernment. If culture, on the other hand, be absent, scholarship degenerates into the mere lumber of learning,—a possession indeed, but not a practical power,—bullion, but not stamped coin—heaps of ammunition, hundred-pound shot and shell,—but without guns fitted for their use, or skill to direct their aim.

Scholars of the former class, well represented by the Greek Sophists, and not unrepresented in our times—flippant pretenders who conceal their inward emptiness under a borrowed grace of manner,—bring disgrace upon the sacred cause of learning by the senseless fopperies or bare-faced impositions which they practice. With the air of scholars and a ready fund of sounding adjectives, they contrive, like Goldsmith's schoolmaster, to waken the wonder of gazing rustics. Not true torch-bearers are they, carrying light into darkness, and giving sight to the blind; but, armed with broken bits of the glass of learning, they manage to cast a few reflected rays into the dazzled eyes of the simple, and extort from the unreflecting a compliment for their wonderful brilliance. No wonder that men of sense, detecting the poor cheat, condemn the education that produces results so shallow and worthless. No 'grace of polished manners' and wordy speech can compensate for the absence of sound learning and good sense.

Nor does the cause of learning suffer less, in the popular esteem, from that other class of scholars, the men who dissever learning from culture, and cram their brains with knowledge, till it resembles a curiosity-shop filled with every thing from a Greek root and an Assyrian brickbat to the latest almanac and the last-discovered specimen of the tadpole. Book-worms, famous for knowledge but lacking in practical skill, they injure education not by their empty pretenses, but by the apparent uselessness of their learning. Carrying their heads in the clouds, their feet stumble even at pebbles, and men laugh at the science which deciphers the hieroglyphics of Egypt, but fails to discover its daily bread in America.

It needs but little argument to prove that a sound and successful scholarship must embrace both *learning* and *culture*. The *thinking soul* and the world of facts and truths, these two stand over against each other, in many a responsive aspect and subtle correspondence. Physical analogies, so often borrowed for illustrations, fail to represent fairly and fully the many-sided relations of the human soul to the world of knowledge. It is plain that knowledge is not merely a *product* which the mind elaborates by thinking, nor a *possession* which it wins by discovery. It is not simply the *food* on which the intellect feeds, nor *furniture* with which it fills and fits up its empty chambers; not a *field* which it cultivates, nor an unknown *land* which it explores. Neither

is it merely the *material* from which mind builds its thought-structures, nor yet the *implements* with which it works its wonders. Not simply the *light* that illumines its vision, nor the ascending *pathway* by which it mounts to higher destinies. And yet it has something of all these in it. It is at once field and food,—a possession, a power, and a product. Truth, woven, as it is, into the very warp and woof of things, and written as an eternal verity in the very constitution of nature, becomes knowledge only when it enters an intelligent soul and is incarnated in the forms of thought, and mind only rises into consciousness of being, and stands revealed in subjective shapeliness and power, when it meets and reacts upon the objective facts of knowledge. Thus education is both action and reaction—a getting and a growth—a culture of powers and an acquisition of learning.

I have thus fully and freely recognized these two elements of education, that in my attempt to define and advocate the one I may not seem to deny or forget the other. *Learning* is the body of scholarship, but *culture* is its life and soul. We have all heard of the temple of knowledge; and the world knows none more magnificent than this. With its broad foundations of physical science, broad as the earth, and deep down as the granite Ages, it lifts for walls and colonnades the sublime truths and massive formulas of the mathematical and deductive knowledges, marked with the lines of a world-measuring Geometry, and decked with the stars of a heaven-scaling Astronomy; while stretching over all, a fitting dome, the metaphysical sciences point their topmost spires toward the infinite which they for ever seek but never reach. Without and within, over every panel and pillar, over every form of learning and every field of science, literature spreads its rich gilding and carving, crowning with a fresh beauty the solid truth and working up into a thousand grand or graceful shapes the substantial facts of science. Through its centre, Eloquence and Philology build their vaulted and echoing aisles. In the lofty choir, Music sets to tune its subtle science of melody and time; and Theology builds its altar of the unhewn stones of a divine revelation. Such is one of the noblest ideas of science, and such is the structure which education is always seeking to reproduce, in narrower dimensions, in the minds of its pupils.

"All are architects of fate,  
Building in these walls of time,  
Some with lofty deeds, and great,  
Some with ornaments of Rhyme."

But while Science furnishes the material, Culture plans the structure and polishes the stones; and the learning which would be but a mere mass of cyclopean architecture, without grace or convenience, is transformed by the hand of Culture into a beautiful and attractive home.

But it is time to turn to our task, to set forth, in some more detailed statement, the elements and nature of this culture for which we have claimed so high a place among the products of education.

I. And first, it implies sound discipline, which gives not only clearness and strength to the mental action, but, better still, the power of steady and patient application. The man of true culture is one who is able to set himself down to work with an unyielding resolution, at whatever labors or problems may claim his efforts, whether of books or of business,—of politics, or science, or religion,—of arts or of arms. Collecting his faculties and commanding his attention, he directs his trained energies to the point before him, resolved, Grant-

like, "to fight it out on this line, if it takes all summer." I think it was Newton who said that if in any thing he had the advantage of other men, it was in the power of patient and persevering thought. And in this, doubtless, lies the main difference between the strong mind and the weak one. It was not by the sudden flaming-up of a brilliant intellect, or the mighty forth-putting of gigantic strength, that the great law of gravity was discovered, but by the daily toil of a mind working only in its ordinary moods, pushed steadily on through months and even years of enduring effort. The lives of great men reveal no fact more clearly than this of the immense power that resides in simple perseverance. Thus Washington still stood firm when people and Congress were ready to fail, and his little army only remained in the field out of love for their still hopeful chief; and Columbus patiently urged his suit for ships for his great discovery after rebuffs that would have silenced for ever a less persevering nature. It has been well said that the soul is never conquered which has courage to write across the brow of defeat the magic words 'try again'. In warfare the force that fights last wins. The man who conquered Vicksburg and sat so long, patiently, before Richmond, excelled other generals not so much in the greatness of his military genius, as in the power of a dogged and relentless determination; and from the hour that this iron-like and inflexible soldier crossed the Rapidan, I regarded the fate of the rebel capital as certainly sealed as it was when his victorious army marched to the music of Yankee Doodle through its captured streets.

At the very centre, then, of all sound culture lies this disciplined power of patient toil and endurance; and the education that fails of gaining this falls short of its best and richest attainment. And is there not something grand and even sublime in a soul, whether of child or man, that can set itself down before a great lesson or problem, and hold on through darkness, discouragement and doubt till the end is reached, looking steadily out into the darkness till the slowly-adjusted eye shall see the light, and striking steady, patient strokes till the solid rock shall yield and split under the accumulated force of the blows? All things are possible to a mind so trained and true. It multiplies its powers by the infinite factor of time, and the product is infinite.

It need scarcely be said that the culture which lacks this first and fundamental element is weak and almost worthless. Beautiful it may be with its outward polish, and fair as a holiday show; but it can not bear the test of long acquaintance, or of steady use. When earnest work is to be done, or great questions are to be settled, it breaks down under the weight, and either confesses, with honest shame, its weakness, or attempts to conceal its defeat under boastful pretenses or artful tricks.

II. Having thus justly set first and foremost in culture this grand central quality of patient, persevering power,—a quality at once ox-like and God-like, reaching, in its scope, from the humblest toil to the divinest creations—from the school-boy's daily task to the scholar's loftiest triumph, I should not do justice to the plainest conclusion of your common sense, if I did not name as the *second* element of culture that of acquired *skill*. It is one of the oldest and plainest maxims of the school-room that "Practice makes perfect." All now recognize the superiority of the trained over the untrained hand, or ear, or eye. All have seen how skill can supplement, and even surpass, mere strength,—and with what ease, and even grace, the practical athlete or arti-

san can accomplish feats which defy the mere rugged strength of muscles mightier than his.

The same law prevails, and even with wider and more wonderful applications, in the mental world. The 'pen of the ready writer' borrows half its fluency from acquired skill. The poet comes almost to dream in rhyme, and his practiced eye catches the picturesque and poetic analogies which float around the commonest theme, just as the sea-captain detects the white wings of distant vessels where others see only a level waste of waters. John G. Saxe puns as easily as a Vermont brook runs down hill, and for the same reason — they both flow in well-worn channels. And what is an author's style but the wonted way in which he marshals his thoughts and arranges his words and sentences? Skill has as much to do with the production of the contents of a book as with the manufacture of the covers.

The triumph of Demosthenes over the great natural infirmities which forbade him the orator's crown was but the thorough learning of his trade. Acquired skill conquered where native strength and genius would have failed. And so it happens in the special applications of mind in professional labor. The judge weighs evidence, and the lawyer applies law, with a keenness and rapidity which only long practice can give; and the statesman catches the tendency and meaning of current events with a grasp to which use has lent half its power. It is not alone the strength of genius, but also the power of acquired skill, that addresses us from the pulpit, the forum, and the press.

It is not intended, in all this, to deny the existence and value of natural endowments; and certainly not to underrate the importance of that profound and patient thought which the orator and author give to their themes. But the better part of genius lies in that strong and controlling appetite or inclination which it exhibits for its chosen pursuits, and which sets it upon its work so vigorously that its acquisition of skill seems almost instantaneous.

I do not propose here any analysis of the mental phenomena involved in that acquired facility in thought and action which we denominate by this word *skill*. It is sufficient to know that it results from the studious repetition of any act, or class of acts, till the mind and muscles get wonted to their work, and come to perform it without effort and almost without reflection; and thus that it is a direct product and a legitimate aim of culture. Its scope and value can only be seen by tracing its influence upon the entire character and manners of the man. Let it be seen that habit is nothing else than a sort of passive skill, and that its force lies chiefly in the ease and comfort one feels in familiarized attitudes and actions, and we shall conclude that there is no part of the being which it does not reach and influence. From those settled habitudes of thought and feeling which we justly term a 'second nature', to the outward habits of speech and action, we find every where at work this same law of facility arising from practice, which constitutes the central element in skill. Even character itself, at least in its outward forms and modes of action, seems but the sum-total of our habits. Men's lives run in grooves, as rivers run in channels.

An element of culture so powerful and pervasive can not be wisely neglected, nor easily overrated. True wisdom demands, not that we shall prevent the formation of habits, for that is impossible, and the man who should be free from habit would be also destitute both of character and power; but to make the habits wise, noble, graceful, — to train the mind to skilled action in



the fields of truth and duty, and to keep the soul essentially free by making the habits the servants rather than the masters of movement,—such are the aims of a just and sound education. The man of true culture is one whose habits and habitudes are not narrow, and special, and singular, but broad, generic, and just—not crotchety, odd, and eccentric, but full of simple dignity and grace. They are helps, not hindrances; grooves, but not bonds; tracks, not ruts. Adding ease to the manners and power to the action, they are kept full of vital significance and force by the living intelligence that dwells within them, and are held in wise and healthful subordination to the grand aims and issues of life.

Mounting, now, from these great basal elements of culture, which lie chiefly in the realm of the intellectual and physical action, we come next to those higher and finer elements which lie in the moral nature, and which give to scholarly culture its chief charm, if not also its highest and richest values. For it is not mere intellectual power, nor yet skill, that constitutes the crowning grace of a human soul. Power and skill have no necessary direction or aim, and are not, therefore, the determining conditions of character. Rifled cannon hurl their missiles equally far, whether pointed by rebel or by loyal hands. But above the intellect, with all its sublime strength and skill, there lies another realm of the soul, where sit, in sacred conclave, the Conscience, the affections and the will—the great moral powers of the man. Here, in this high court of judicature, are weighed the actions of the past, and the aims of the future: and here, as into the Holy of Holies of the old Jewish temple, Deity himself comes down in a Shekinah of divine light, to illumine and instruct the soul which has the wisdom to discern His presence. Here the great purposes of life are formed and chosen; and here, in this sacred upper chamber of the mind, the current and controlling sentiments of the life are called forth and “endued with power from on high.” Here are shaped those great principles of justice and truth and duty which make human character grand and god-like; and here, also, are born that gentleness, modesty, and grace, which render even a common life beautiful, and give to greatness a charm more attractive than its grandeur. And here, too, when ignorance keeps the door and corruption invades this chief seat of spiritual life, hateful passions and mad and mean ambitions turn this temple of God into a den of thieves.

It is in this higher realm of the moral nature that education does its noblest work, and culture finds its purest and finest elements. And first among these moral elements comes the simple love of and loyalty to truth,—a love that will not accept falsehood, however pleasant or plausible, in the place of truth, and a loyalty that will not deny the truth for any personal advantage. In this element we have the secret of that noble sincerity of soul which wins confidence by its transparent guilelessness, and disarms treachery by its simple and open-hearted trust. Incapable of deceit, it is equally incapable of suspicion; and falsehood grows honest in its presence, awed and inspired by the purity and majesty of its truthfulness. It is this, also, which gives to the learning of a man of true culture its solid value; since his study never ends till it has penetrated the central verities of science, and proved by ample demonstration the doctrines it accepts. Undazzled by beautiful but baseless theories, and unamused by splendid sophistries, he asks in religion a ‘thus saith the Lord’, and in science the evidence of unmistakable facts or of clear and pertinent experiment or reasonings.

In social life, he asks not what is fashionable, but what is true, wholesome, and worthy; and in politics, he counts upon the ultimate prevalence and power of the great equities over all storms of popular passion or applause. It is this element of inherent truthfulness which leads to the finely-cultured character its simple and unaffected dignity—a manner which unites the simplicity of the child with the unconscious grandeur of the sage.

But there is another element of moral culture, less sublime, perhaps, than this fealty to truth, but more attractive and beautiful. It is the genial charity and generous good will which counts all men as brothers, and all beings as entitled each to his own share of life and enjoyment—a hearty and sincere benevolence, which enters with so true and profound a sympathy into the lives of others that it rejoices in their pleasure as it would in its own, and weeps with those who weep as from a personal grief. It is this broad and perfect contact of his heart with the world of life around him that gives to the man of true culture his geniality and good nature. Even the common forms of courtesy are filled up with a new grace and meaning in his use of them, and men feel that there is a living something in his terms of politeness which gives them a singular charm and impressiveness. In the wider and better development of his own humanity, he is brought into a broader and more complete sympathy with his kind. He touches humanity not merely at one or two points, but along its entire circumference, and the narrow ties of kindred and class, of creed and country, yield to the grander claims of a philanthropy which embraces mankind. Aristocracy is the vice of narrow and uncultivated minds. Each man thinks his own little hill the highest, and suspects that the world of mankind is bound to revolve around it in admiring reverence; but the eagle loses sight of hill and mountain alike in the continental sweep of its vision. So the man of large and true culture is always democratic: not indeed with that false and pretentious democracy which flatters the people only that it may use and then betray them, nor with that other foolish and pestilent democracy which idolizes some ideal humanity and worships in the mass the people whom it despises and neglects as individuals; but a democracy which honors the rights of the people, and actively sympathizes with them in their sufferings, and in their often blind, but still sublime, struggles for liberty and light. The bonds of brotherhood are not broken by his personal elevation, but made stronger and more enduring; and he feels that he has been made wiser and stronger than others only that he may become a guide to lead, a teacher to instruct, a helping soul to aid them in bearing the heavy burdens of their state.

The culture which lacks this grand element of human charity is the feeblest and the worst of shams—a ‘sounding brass and a tinkling cymbal’. There was a world of grandeur in the saying of the old Roman poet, “I am a man, and nothing human is indifferent to me.” There is the very concentration of littleness in the man who would monopolize learning and all the blessings of liberty and human rights for himself, and men of his creed, class, or color.

Mounting once more, and to the last and highest plane of culture, I may be pardoned for mentioning here,—nay, I should not be pardoned, either by God or your consciences, if I did not mention, as the grandest element of true culture, the religious affections and faiths. If the human soul has any one claim to respect higher and holier than all others, it is in the fact of its original God-likeness; and if it shall ever find any ultimate aim of progress and perfection, it must be in the restoration of that God-likeness. History and personal ex-

perience both testify to us all that no principle lies so deep, and none acts with such power, in the human breast as religion. History and civilization have been moulded by it. Science and art have sprung into higher forms under its influence. Underlying all experience, concluding all logic, crowning all knowledge, it can not be ignored; and woe to him who slights its controlling forces. The most beautiful of human characters have been formed under its teachings,—Paul and Augustine, Fenelon and Pascal, Luther and Melancthon, Edwards and Wesley, Isabella First of Spain and Victoria of England, Washington and Everett, Wilberforce and Howard, and how many thousands of noble and saintly souls, men and women, whose fragrant memories still linger in our homes and country, and of whom the Bible justly says ‘the world was not worthy’. In vain shall we call upon Philosophy to exhibit products of its teachings like these.

I affirm these great facts the more boldly and emphatically, because that now, in these latter days, with a fatuity the most surprising and suicidal, men seem disposed to coolly vote out of education this element, the most powerful and productive of all. As well shut out from the soil the light of the sun and the rains of heaven, and expect to get harvests by mere dint of plowing and planting. As well seek to sever the celestial attractions of sun and stars, and attempt to drive the earth along its orbit by steam power. It can not be done, gentlemen. God will not leave the world to you; and you can not get your work done but in His mills. Culture to be pure, practical and perfect must be, in the highest sense of the word, religious. I, for one, will never vote for the attempt to run the world without God.

III. Pausing, now, in this enumeration of the elements that enter into and make up true culture, the remark seems obvious and necessary, that if these are essential characteristics of it, then our *culture* is often *defective*. The world is full of half-made men. Some lack an arm, some an eye—some want a heart, others a brain, and many a conscience. And do not our schools some times help to increase this mixed multitude of the maimed, the halt, and the blind? Some schoolmasters teach mathematics almost exclusively, in the hope of turning all their pupils into ‘lightning calculators’, or into human parallelopipedons mounted on a pair of dividers, with no aim but to measure the exact length of their lives in long measure, while the arms, oscillating as two pendulums, shall determine the precise number of vibrations in the allotted age of man. Others teach the French language with as exclusive a devotion as if they had discovered that this was the vernacular of heaven, and that faith and French were essential conditions of admission there. Others, again, run mad over the natural sciences, and seek to turn their pupils’ brains into cabinets of fossil remains. When their pupils ask for fish, they literally give them stones.

Thus we have abundance of men who are aptly called ‘men of parts’, and might just as aptly be termed parts of men—men like Dr. Johnson, learned as the books themselves and rough as bears—or like Voltaire, bright as Lucifer and just as conscienceless—generals with ‘Headquarters in the saddle’, and not a quarter of a head any where else—statesmen with the constitution on the brain, and lacking all love of liberty in the heart—lawyers with volumes of law and not even a scruple of conscience—preachers who are pillars in the church and mere stumbling-stones out of it—teachers who pretend to teach by the month what they learned or might have learned in an hour—writers

who strive to hide their own lack of sense by stirring up a sensation in others, forgetting that a skunk can do the same—men of talent without tact, of strength without skill, of manners without morals, of merit without modesty, of brains without muscles, or of muscles without brains, of knowledge without understanding, and of learning without culture. Even in the best case, we scarcely hope to find a full-orbed man, and the very roundness we find in some part prepares us to look for a lack some where else.

And as culture is often partial and defective, so it is often false—a sham culture being substituted for the real. It teaches to imitate the outward look and manner of the cultured man, but lacks and neglects all his inward power and grace. It affects the easy address and unembarrassed air, but forgets to add the thorough modesty and innate truth—the perfect self-poise and conscious freedom of a truly cultured character. It is the showy culture of the fop, who thus pays to true culture the profoundest compliment in his power, by trying to imitate it. Even he has the sense to appreciate its beauty and its claims to public respect. Let us forgive him the grotesque folly of his imitation, in consideration of his confession of the popular valuation and power of high culture. His testimony is valid: his pretension is harmful only to himself, unless it be to others as empty and foolish as he. It is no solid objection to true culture that it has its counterfeits—that men some times borrow its form while they lack its inward spirit and solid worth.

The discrimination of true from false culture is not difficult. Gilding may shine as bright as solid gold, but it can not bear daily handling and steady use. When earnest work is to be done, or great crises are to be met, the false culture breaks down under their weight, and either confesses its weakness with honest shame, or attempts to conceal its defeat under boastful pretenses or artful tricks. It wears out under the stern attritions of life, and leaves off its polish with the feelings and fancies of youth. But true, solid inward culture grows with age, and becomes more and more beautiful with the passing years. How splendid and touching the last utterances of Paul! How serene and grand the old age of Washington, and Humboldt! How impressive the argument for a wise and Christian culture which is afforded by the green and kindly old age, and the lengthened term of life and usefulness, often exhibited by the great Christian scholars and statesmen!

Time forbids me to attempt here the description of the lessons and the training by which the full and complete culture I have sought to describe may be attained. The enumeration of its elements will itself suggest the means and processes of teaching. Let us rejoice that the splendid movements of the age and the very features of the times, in their reactive power over our schools, at once compel and assist to higher culture. The magnificent practical enterprises of industry and art, and the apostolic sweep and power of Christian plans and purposes, brood as a living presence over every school-room, and enforce with a new urgency every lesson. Thus the culture which the age demands the age itself helps us to supply.

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Our system of free schools has opened a straight way from the threshold of every abode, however humble, in the village or in the city, to the high places of usefulness, influence and honor.

## SKETCH OF A LESSON IN FORM.

BY MISS M. E. HANFORD.

[Adapted to Ch. from seven to nine years of age.]

*General Object.*—To exercise the Presentative and Representative Faculties and cultivate Language.

*Special Object.*—To develop the idea of and give names to each of the three kinds of triangles.

*Matter.*—I. A figure having three sides and three angles is a *triangle*.

II. (1) A triangle having one obtuse angle is an *obtuse-angled triangle*.

(2) A triangle having one right angle is a *right-angled triangle*.

(3) A triangle having all its angles acute is an *acute-angled triangle*.

III. (1) A triangle having all of its sides equal is an *equilateral triangle*.

(2) A triangle having two of its sides equal is an *isosceles triangle*.

(3) A triangle having its sides unequal is a *scalene triangle*.

*Method.*—I. Having drawn a right angle upon the board, the \*Tr. asks How many can tell what I have drawn upon the board? H.R. Charlie.—“An angle.” C.D., S.R. How many know what kind of an angle it is? H.R. Mary.—“A right angle.” C.D., S.R. Drawing an acute angle,—What kind of an angle have I here? H.R. Johnnie.—“An acute angle.” C.D., S.R. And here? H.R. Carrie.—“An obtuse angle.” C.D., S.R. Who would like to come and draw a line that shall shut the openings of each of these? H.R. Willie may. How many sides have each of these figures now? “Three.” How many angles? “Three.” Class may tell what may be said of these figures. “These figures have three sides and three angles.” Now because they have three angles we call them *triangles*, which is only another way of saying three angles, for *tri* means three. I.R., S.R. and W.B. of the word. Now how many can tell what kind of a figure a triangle is? H.R. Mary.—“A figure having three sides and three angles is a triangle.” C.D., I.R., S.R., W.B., at the dictation of the Ch.

\* EXPLANATION OF ABBREVIATIONS.—Tr. = Teacher; Ch. = Children; H.R. = Hands raised; C.D. = Class decide; S.R. = Simultaneous repetition; I.R. = Individual repetition; W.B. = Write upon blackboard.



*Summary.*—Exercise the Ch. *thoroughly* in finding triangles about the room, drawing them upon the board and slates, and describing each as in the Matter.

*Method.*—II. (1) Refer to the angles made before the triangles. Who can find the obtuse angle now? Johnnie. C.D. Now see if you can find another obtuse angle in the same figure. What angles are the other two? "Acute angles." What can you say of this triangle? "This triangle has one obtuse and two acute angles." C.D., S.R. Pointing to the right-angled triangle,—How many can see an obtuse angle in this? None. What kind of angles do you see here? H.R. Mary.—"One right and two acute angles." C.D. And in this? Charlie.—"This has three acute angles." How many would like to have a name for each of these, so that they can talk about them without always having to point to them? H.R. Can any one think what we may call this triangle because it has an obtuse angle and the others have not? Ch. will probably give the correct name at once, from which they can be led to form the Def., which is I.R., S.R., W.B., at their dictation.

(2) and (3) Developed in like manner.

*Summary.*—The same as for Method I.

*Method.*—III. Now look at the triangles again, and see if you can see any difference except in the angles. H.R. Carrie.—"Some of the sides are longer than others." C.D. Pointing to an equilateral triangle,—Let us look at this one. Jimmie may measure its sides. What can you say of them? They are alike. C.D. Who knows a better word than 'alike'? H.R. Mary.—"Equal." Class, tell me the name we learned for this triangle because it had three acute angles. "An *acute-angled* triangle." Yes, and another name is given it because its sides are equal. How many would like to know what it is? We have only to change 'equal sides' a little, and we have it — *equi lateral*: *equi* meaning equal, and *lateral* —? "Sides." I.R., S.R., W.B., of the word.

Def. drawn from the Ch. and treated in the same manner as before.

(2) and (3) Method like (1).

*General Summary.*—Require Matter I, II and III to be reproduced on slates and committed to memory; continually exercising in a variety of ways, so as to interest the class.

NOTE.—This lesson is based upon the previous development of 'A solid', 'Surface', 'Faces', 'Edges', 'Points', 'Lines', and 'Angles'. In practice, I and II will be sufficient for one lesson of twenty minutes' duration, and (1) (2) and (3) of III for three lessons of same length.

## NOTES OF FOREIGN TRAVEL.

BERLIN, MAY 20TH, 186-.

MY DEAR M——: You will want to know all the particulars of our trip, and therefore I shall begin with leaving New York at half-past one P.M. The sea was tranquil as a lake, but the motion of the screw was so disagreeable that E. and I were sick before seven o'clock. My own sickness was entirely unexpected, as I had been unaffected by either or any other salt-water voyages. I attribute it wholly to the quivering motion made by the machinery. The other steamers I crossed on were side-wheel, and the *Helvetia* is a screw propeller. I was more or less sea-sick two days, and altogether I felt wretchedly until we entered the channel, when the rolling was greatly diminished. Previous to this our passage had been very speedy, and we had enjoyed favorable weather; but here we were suddenly enveloped in thick fog, which rendered it impossible to proceed without great danger of collision with other vessels. We had three hair-breadth escapes of that kind. Although the whistle was kept going day and night, we met ships that almost struck: one of them shot past, barely grazing our side. The first officer said that he had never experienced so narrow an escape in his sea-life before. He and the captain scarce ever left the deck during those days: the latter even took his food there, and never lay down from Wednesday night till Saturday midnight. We liked him and all belonging to the ship very much. All were gentlemanly and attentive to the comfort of the passengers. The table was good and the staterooms comfortable. Our fellow travelers were pleasant and sociable, but I saw no one whose company I especially appreciated.

We took rooms at the hotel in Liverpool Saturday morning, after our arrival, and were quite pleasantly located there; having sleeping-rooms, bath-room and a sitting-room all adjoining, so that we were as retired as in our own homes. We took our meals in our sitting-room, at any hour that suited us. No boat leaving Hull for Bremen, Hamburg or Rotterdam before Tuesday, we concluded rather to spend the intervening time in Liverpool than in Hull.

On Sunday we went to hear the most popular preacher in Liverpool, the Rev. Stowell Browne, prominent in the reform movement.

There are few objects of interest in Liverpool besides the granite docks, seven miles long, and the finest in the world, and St. George's Hall, said to contain the second largest organ in Europe. It was just across the street from our hotel (Queen's). E. went to see the wax-works and the Museum; but I had seen similar ones before, and therefore did not care to go. I purchased Longfellow's complete works in one

volume, green and gilt, for seven shillings—six dimes. It contains all that I have read and many that I never knew of. I think it is not much cheaper than at home, considering I paid gold.

The people of Liverpool are the homeliest creatures I ever saw, both in form and face. The cuts illustrating Dickens's works are exact portraits of the people there. Vice, too, stalks abroad unabashed. Gin-shops are thronged by women, and abandoned ones of our sex walk through the streets conducting themselves in the most shameless manner. Yet Liverpool is the most strictly governed city in England. *All* places of business or amusement are closed on Sunday—not a glass of beer can be sold; cab-drivers are severely punished for overcharging, by fine and thirty days' imprisonment. The ladies dress with less taste than I have any where seen.

Tuesday, at ten A.M., we left Liverpool, and reached Hull at three P.M. This short trip was truly delightful. Fields and meadows so fresh and green, and trees, shrubs and hedges in full leaf. E. was transported by the first European scenery she had seen, and enjoyed it more than any previous part of our journey. The railway coaches are much easier than ours, and I am aristocratic enough to enjoy very much the exclusiveness of the first class. The same evening we embarked for Hamburg, and left port at eight. There were, of course, many objects of interest to us in Hull and its port; but I dare not attempt any mention of them, otherwise I should never get through writing.

Our passage to Hamburg was quite pleasant, as the weather was clear, and the sea so smooth that we could be on deck constantly. We reached port at six P.M. Thursday, having very much enjoyed the scenery on the Elbe. The Hanoverian shore was low, and presented a rather monotonous, though pretty, view of green fields and meadows, variegated by occasional red-tiled villages and white-sailed windmills; but the Holstein shore, on the contrary, was very picturesque, having high hills, some sloping gently back from the shore, and others presenting a bald, rocky front, crowned with mansions and princely residences. Groves of evergreen and other trees, beautiful gardens, nestling villages in between the hills or at their feet, succeeded each other so rapidly that we scarce had time to gaze our fill at any one view. Altona, especially, was magnificent. Both the location and the style of architecture are admirable. The cities are so close that you can not tell where Altona ends and Hamburg begins. The water had also its peculiar attractions. The number and variety of the shipping seen from the mouth of the Elbe upward was very interesting and novel for me. Especially the schooners, and a smaller craft with dark-red sails, which, spread, formed a pretty contrast to the fresh green background of the shore. I could not see much of Hamburg, as we drove immediately to the railroad station to take the even-

ing train for Berlin. What I did see pleased me much. It is *very* clean, houses very high and very old-looking, though not old in reality, as the greater part of it was built in this century, the city having been destroyed by a great fire.

Of course, I saw but little of the country between Hamburg and Berlin, as we traveled by night, and reached the latter place at six A.M. The country in this vicinity is low, and the soil sandy but highly cultivated. My aunt and uncle had received a letter from father, announcing our coming, the day before, and were expecting me.

I wish I could give you even a faint idea of Berlin as I find it, regularly built, clean, elegant: the handsomest people I ever saw in any city, and more elegant and tastefully dressed than the Parisians. I have not yet seen any mean houses: even the poorest live in houses that externally look genteel. It is because very large houses are of course more economical, and are built to accommodate many families. Property-holders are obliged to keep their houses in good repair, to preserve the symmetry and good appearance of the streets. The tenants are, in turn, obliged by the landlord to be clean and tidy, at least regarding externals. In this city it is not allowed to hang any thing out of a front window,—for example, pillows, or bedclothes to air. The parks and cemeteries are beautiful as imagination can conceive. I can not write you descriptions of these, nor of the palaces, museums, and all such public places where we go, for I never should get through. I will only mention places of peculiar interest.

Bethany is a large and magnificent hospital, patronized by Queen Augusta, surrounded by most beautiful grounds. The halls are about sixteen feet wide, and, with staircases of the same width, are of polished stone. Some of the wards contain each sixteen beds, others less, down to one bed. Sixty young and pretty diaconesses, or hospital sisters, have charge of the sick, who have every comfort and close attention. The sisters wear black bombazine, plain-waisted, coat-sleeve dresses, and white linen caps and aprons. Nothing of all I have seen here pleased me more than Bethany. This week I intend to visit two other great hospitals, one a Catholic.

Last Wednesday we all went to Charlottenburg, a city of twelve thousand inhabitants, taking name from the castle or palace built there in 1696 for Princess Sophie Charlotte (before Prussia was a kingdom), which is now inhabited by the widow of Frederic William IV. The grounds are delightful, and border on the Spree. We enjoyed the walks in them very much. But the place of greatest interest in C. was the Mausoleum in this park, built by Frederic William III for his Queen Louise. It is built of Silesian granite, and is about twenty by forty feet long, containing a vestibule, floor and walls of polished granite, separated from the tomb by four black-marble pillars. The king and queen lie in the vault beneath. The white-marble sar-

cophagi stand side by side, about four feet apart. On them, as on beds, lie the life-sized statues of the king and queen, of Carrara marble. They are so beautiful that I could only wish to stay and look for hours. There are two beautiful candlesticks of Carrara marble, one on each side, about ten feet high, the sockets supported by the heads of three full-length female figures, who turn their faces mournfully from the king and queen. Opposite is an alcove containing an altar, and over it a white-marble crucifix nearly life size. The vaulted ceiling represents Jesus in the centre, and on either side the king and queen kneeling uncovered, and presenting to him their crowns. All figures life size, and the last two portraits.

In Charlottenburg we visited the family of a cousin of my uncle, who resided in St. Petersburg sixteen years, as an opera-singer at the Imperial Opera and in the choir of the Imperial Chapel. He engaged himself to sing there sixteen years, on condition of being afterward allowed to withdraw, and being pensioned for life. He has a pleasant residence free, and his pension now. He has two charming daughters. We were delighted with them. It was very interesting to hear them tell of life in St. Petersburg. They enjoyed it more than their present life, as they have no acquaintances but relatives of the family. They were shocked on hearing that we did not attend balls, theatre, and opera. Never heard of people who did not, and, I suppose, scarcely believed that we had no desire to do so.

I have only seen the back of the King's head and Bismarck not at all, as yet. I want much to see both of them before I leave Berlin.

I will give you a little idea of our home life, that you may see the difference between it and yours. At 7 A.M. we have coffee, at 10 lunch, at 2 dinner, at 4 coffee, at 8-9 supper. In the beginning I thought I never could learn to eat and drink so often; but now I like it very well. We do not often retire before eleven, and that balances the late suppers. From yours affectionately, L.

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## UNFINISHED TUNES.

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THERE is a story told, some where, of a celebrated musician, who lay upon his dying bed. A youth entered an adjoining apartment, sat down to a piano, and began to play a tune. For some reason, he stopped abruptly in the midst of a strain, and left the room. The air was a favorite one with the dying son of song, and the notes untouched so haunted him as he lay there, that he arose from his couch, seated himself at the instrument, took up the tune where the youth had left



it, played it out, returned to his pillow, and in a moment was dead. I know not that it is true; but it is touching and suggestive enough to be so.

The world is full of life: each life is a tune; so the world is a great orchestra; and of them all, how few tunes are played through! how many ended as they were not begun. Marches are so ended every day: strong, brave marches, that end too soon in a 'dying fall'. Whirling waltzes, set off to the time of the youngest, merriest hearts, subside into dirges sad and slow. Pæans turn to complaints, and all at last are hushed in the measured beat of the 'muffled drums' of life. And of these strains of hope and harmony, how many are unended — no dying musician to take them up when those that struck them first are dumb or dead.

But is n't it a pleasant thought that perhaps some body may take up the tune, when we are dead — not a note lost, not a jar, not a discord, but all a swan-like harmony? Perhaps! perhaps! There is something hollow, like a knell, in that word. The veil that hides the future is woven of 'perhaps': in it the greatest ills have their solace, the brightest joys their cloud. May neither your life nor mine be composed of random 'scores', but be a beautiful anthem, harmony in all its parts, melody in all its tones; not a strain wanting, not a note out of tune, till the 'daughters of music are brought low', and the life-anthem is ended. \* \*

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## MODIFIERS — WHAT THEY ARE, AND WHAT NOT.

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DEAR FRIEND: You say that you do not see the truth of the proposition in my former letter, that "Any word that modifies the subject can not be a part of the predicate; and, conversely, any word which is in the predicate can not be a modifier of the subject."

I gave the proposition without explanation, thinking that it would be readily recognized as true; but as it needs explication, I will give it; for I deem it an important principle, and one which many overlook.

And first, I use *modify* and *limit* as equivalent terms: so likewise are *modifier* and *limiter*: and so are *modification* and *limitation*.

Now what is properly meant in grammar by a modifier or limiter? For answer we must go to the science of logic, from which most of the ideas and terms of our modern grammatical analysis are borrowed: I am sorry to say that they are some times marred in the borrowing. The logicians speak of the extension and the comprehension of terms,

which they say are to each other in an inverse ratio. The *extension* of a term depends upon the number of individuals that can be included under it: thus the extension of the term *man* is such that it includes every member of the human race, since we use it to denote every human being: the extension of *child* is to include all children: the extension of *baby* is less, but includes all babies. Now the *comprehension* of a term depends upon the particulars included in the definition of it; and it is evident that the more particulars you include in the definition, the fewer individuals can be referred to by the term. Thus of the words taken above, *man*, *child*, *baby*, the term *man* includes the fewest particulars, hence has in logic the least *comprehension* of the three, but is applicable to the greatest number of individuals, and has, therefore, the greatest *extension*. When we define *child*, we put in an additional particular, that of youth: this increases the comprehension of the term by comprehending more ideas in it, but lessens its extension, as it can not be extended to so many individuals. The term *baby* has still greater comprehension, and still smaller extension. We have, then, the general principle that as we increase the comprehension of a term, the number of particulars in the description of it, we limit its extension, its application to individuals.

In grammar, when we say that a term is *limited*, we mean that its logical extension is limited by increasing its comprehension. Thus if I say *man is mortal*, I use the term *man* in its utmost extension: it applies to every human being: but if I say *white man*, the term *man* is limited by *white*; it no longer extends universally, but only to those men of whom we may affirm that they are white. The extension is limited, though the comprehension is increased, since *white man* includes or comprehends more particulars than *man*. We also say that *white* modifies *man*, since whatever idea I may have of *man* is modified to make my idea of *white man*. Every additional modification of the simple term limits its application to individuals, *i. e.*, its logical extension. If I say *your beautiful, costly, large gold watch*, five particulars come in to limit the application of the term *watch*; it is limited to a watch which is beautiful, costly, large, golden, and yours.

Similarly an adverb is said to modify or limit a verb. *John runs*: here running is affirmed with the utmost latitude of the term; *runs* is not limited to any mode or manner, but may refer to any mode of progression in any direction, provided it be consistent with the idea implied by the word itself. But if I say *John runs fast eastward*, *runs* is limited to motion called running, which must also be rapid, and in an eastward direction.

It appears, then, that a limiting or modifying term must be associated with the word which it modifies or limits, in such way as to affect its extension. It makes it less applicable to all cases. The only apparent exceptions to this statement are such words as *all*, *every*, etc.,

which modify a word by intensifying (so to speak) its generality: but these apparent exceptions are due to the fact that our most general statements are rarely to be taken without exception; so that for absolute universality we must modify our vague generalities by specific general terms.

Now let us consider the adjective used as predicate attribute. *Men are mortal*: *mortal* is not a modifier or limiter of *men*, because it does not affect the extension or application of it to individuals. The term *men* is still left to be taken in its most general meaning, and applied to all to whom it can under any circumstances apply: *mortal* is not used for the purpose of limitation, but for a very different one. If I say *Mortal men must die*, the term *mortal* is a modifier or limiter of the subject *men*; and if there are any immortal men, the proposition does not apply to them. The use of the term *mortal* in the sentence *men are mortal* is to express the attribute predicated; in the other sentence its use is to limit the term *men* to a certain kind of men, namely, those liable to death.

(1) *Pure snow is white.* (2) *White snow is pure.* In the first sentence *pure* limits *snow*, so that the affirmation that snow is white shall be limited to such snow only as is pure; and hence it modifies or limits the general term *snow*: in the second sentence *pure* does not limit *snow* by confining the affirmation to some kind of snow (hence it is not a limiter), but it expresses an attribute which is ascribed to all snow that is white. On the other hand, in first sentence, *white* does not modify *snow*, nor limit it, but expresses an attribute of the complex term *pure snow*: in the second sentence, *white* limits *snow*, and confines the affirmation of the attribute of purity expressed by *pure* to such snow as is white.

Hence I distinguish sharply between the function of the adjective as a limiting or modifying attribute (an *assumed* attribute, as Greene points out in the beginning of his *Analysis*), and of the adjective as predicated attribute. In brief, an assumed attribute is *always* a limiter or modifier; a predicated one is *never* a limiter or modifier. Of the adjective, in each case, it may be said that it *refers* to a substantive, or it may be said that it *belongs* to one: but the nature of the reference and the functions of the adjectives are different in the two cases.

I think, then, that I have shown that a modifier is not a predicate, and that a predicate is not a modifier; and that my proposition is true.

Yours truly,

s. w.

ALTHOUGH the career of a primary teacher is without *glut*—although his cares are confined to, and his days spent in, the narrow circle of a country parish—his labors interest society at large, and his profession participates in the importance and dignity of a great public duty.

## EDITORIAL DEPARTMENT.

## EDITOR'S CHAIR.

HIGH SCHOOLS.—The objection is frequently made to the High School, as a part of the graded system, that but comparatively few of the pupils in our schools ever reach it, and that therefore it is too expensive a branch of the school system, especially when it is considered that in some cities all who desire can not find room for admission in the lower grades.

It seems to us that there is some foundation for this objection; and, while we firmly believe in the desirableness, and necessity also, of the High School, we would gladly do away with any objectionable features that may have become fastened upon it, if thereby its advantages may be more widely extended.

Let us examine the working of the graded system a little. A child enters a primary department. In the present tendency to thorough and minute gradation, the teacher under whom he is placed has a certain limited and definite amount of instruction to give, beyond which the pupil can not pass in that grade. When the child has mastered the amount thus limited, he is, upon examination, with his class, *upon the studies thus taught*, transferred to a higher grade. Commonly his diligence, and behavior, his daily work, in fact, as recorded and reported by his teacher, influence his promotion. And thus it proceeds through all the grades, until the close of the grammar school. The pupil knows that, with ordinary diligence and good behavior, his promotion from grade to grade is certain. He is examined only in books that he has studied, before teachers with whom he is familiar, with his associates in the same class, and thus he is fettered by no extraneous causes of failure. But with the Grammar School this ceases. Although in theory the High School is merely a continuation of the Grammar School, in practice it is made a separate and distinct thing. The pupil, in stead of being promoted with his class, upon examination in the books studied, in his familiar school-room, in the presence of his teachers, is taken to a strange place, examined by persons of whom he stands in awe, and with questions not taken from what he has studied in his text-books, but involving what are facetiously called the *principles* of his studies—being too often technicalities, or such as require powers of memory and concentrated attention not to be expected under the circumstances. Good behavior and diligence for a whole year go for nothing. A loss of one per cent. in the examination may involve the delay of a whole year in education. In such an examination the timid and nervous, though the best scholars, may fail, while the bold and confident succeed in spite of poor scholarship.

Every teacher of a grammar school knows that his best scholars some times fail and his poorest succeed. Indeed, the chance recollection of a single date, the location of some obscure cape, determines too often whether a pupil enters the High School or returns to the Grammar School for another year.

It seems to us that a contrary course should be pursued: that passing the examination at the close of the school-year, in the studies of the Grammar School, should entitle a pupil to admission to the High School; that good deportment and steady work for the year in that department should have their

influence upon standing: in other words, that the records of the daily work and the monthly examinations upon the studies pursued should be the principal criteria by which to determine the position for the next year.

We think that if it were known and felt by all that the High School could be attained as the natural and legitimate result of fair daily work, we should find many who now leave school before reaching it remaining until the whole course is finished. We see no more reason for collecting the pupils of the highest class in the various grammar schools together, and subjecting them to an examination aside from their text-books to decide upon their fitness to be promoted to the High School, than to pursue the same method with the second class in the same schools for promotion to the class above. The Grammar and High Schools are not two separate and distinct entities, but are one whole—the higher links in the graded system.

If it is objected to this idea that principals of grammar schools can not be trusted to examine and to promote their pupils, we answer that in this case, as in others, the Superintendent is presumed to keep account and oversight of all, and that it is his business to see that every class is pursuing the studies of its grade, and is doing good, thorough work. If the teachers are incapable or dishonest, let them be removed. Let the Superintendent know, by personal inspection of each upper class in grammar schools, the standing and work of each pupil, and then let him promote according to these and to an examination in the text-books used. By this method, teachers in grammar schools would not feel themselves bound, as now, to teach with exclusive reference to entering the High School, the tendency to cramming would be done away with, and good, fair work upon the points most necessary for thorough scholarship would be the result.

THE INDUSTRIAL UNIVERSITY.—This institution, in spite of the persistent efforts of certain parties to break it down by spreading abroad false reports of its management and condition, is prospering finely. The students in attendance are earnest workers, studying with a definite aim, and they are making fine progress. No better body of students can be found in our state. While the course of study is entirely an elective one, and provision is made for extended culture in all directions, the whole animus and spirit of the institution is toward the industries. It is believed that the farmer and the mechanic should have as thorough and extended a culture as the lawyer or the doctor or the clergyman; that he should be able to meet these professions on at least equal terms; and that therefore, while pursuing as practically as possible the natural sciences which bear more particularly upon his calling, he should not be compelled to confine himself to them alone, but should be enabled to acquire, in the language of the Act of Congress, a *liberal and practical education*.

It should be remembered, also, that this is not, in name nor in deed, an agricultural college merely: that all the other industries have an equal claim upon it; and that while, at present, agriculture has the larger share of its interests, provision is made for thorough and practical instruction in those branches required by the mechanic arts, civil engineering, mining, etc., etc.

It may not be amiss to state that the origin of the persistent public attacks upon the University and its professors is in defeated aspirations for place and management. Failing in these, it was publicly threatened that the thing should be broken down; and to this end a systematic course of misrepresentation and agitation has been adopted.



Untruths have been published known by their authors to have been untruths, with the sole aim of bringing odium upon a great public institution, that personal ends might be gratified.

It has been reiterated, over and over again, that the institution is in the hands of and run by ministers, etc., etc.; while none knew better than the authors of these statements that the entire faculty is composed of life-long teachers, that only two of them ever preached, and that they are of almost as many denominations as individual professors. Indeed, the assertion may be safely made that no where can a faculty of the like number be found embracing a greater number of religious denominations within it.

But enough of this. The public may be assured of the prosperity of the Industrial University, and that it can not be diverted from its aim to give a 'liberal and practical education to the industrial classes in the several pursuits and professions in life'.

**PRACTICAL DEPARTMENT.**—*Greatest Common Divisor.*—What is the greatest common divisor of 32 and 88?

Operation. $\begin{array}{r} 32 \overline{)88} 2 \\ \underline{64} \phantom{00} \\ 24 \overline{)32} 1 \\ \underline{24} \phantom{00} \\ 8 \overline{)24} 3 \\ \underline{24} \phantom{00} \\ 0 \end{array}$	The explanation of this method, though essentially the same in most of the books, is not equally clear in all. For the sake of clear comprehension by the pupil, it may be well to separate the work into two steps: 1st, show that 8 is a <i>common divisor</i> ; 2d, that it is the <i>greatest common divisor</i> . First, 8 divides 24, it divides $24+8=32$ , it divides $2 \times 32+24=88$ ; hence it divides 32 and 88. Second, the greatest common divisor of 32 and 88 must divide $88-32 \times 2$ , or 24; hence it can not be greater than 24; again, the greatest common divisor of 32 and 24 must divide $32-24=8$ ; hence it can not be greater than 8. But, as it has been shown that 8 is a common divisor of 32 and 88, it must be the greatest common divisor.
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**Pronunciation of On.**—Mr. Editor: My boy comes home at night and, in reading, comes to the word *on*. He stops and says "Papa, is that *ōn*, or *aun*. My teacher tells me to call it *aun*." I am constrained to refer the case to you, and call for the authorities.

AN INQUIRING PARENT.

The authorities are clear that the word is pronounced *ōn*, giving *o* its short sound, as in *not*. The short *o* before *n* is frequently tortured into the sound of *au*, as in the words *John*, *onset*, *long*, and others.

**Nominative and Objective Cases.**—The boy runs; the fire burns; the wood is burned; the horse is. In these sentences, which are the words that tell something of the nouns, boy, fire, wood, and horse? Pupil answers. These words, which tell something of nouns, are called verbs. The pupil should be required to detect the verb in other cases, to give examples of his own, and to distinguish the verb from other words used in its place. After becoming familiar with this part of speech, let him be exercised in selecting the word concerning which the verb says something. When he is able to point out the right one, he may be told that this word is said to be in the *nominative case* to the verb. If possible, he should be brought to see for himself when the noun is in this case. *Never tell a pupil any thing that he can discover himself* is one of the cardinal principles in teaching. Having become familiar with the nominative case, his attention may, by simple examples, be called to the fact that many verbs express *acts* of the subject, and that if the action is exerted upon some

object, the name of the thing receiving the action is said to be in the *objective case*, and is considered the object of the verb.

*Query.*—Is Lippincott's Gazetteer our standard in geography? I find in it Cape Corrientes, in South America, located on the Pacific coast. I have examined several geographies on the subject, and can find but one cape of that name in South America, and that on the Atlantic coast. Who is right?

L. S. K.

In the last edition of his Gazetteer, Lippincott says that several capes in Cuba, Mexico, and New Granada, have this name, but he says nothing of one on the west coast of South America. Chambers's Encyclopædia says the same. Mitchell, Monteith, and Cornell, in their geographies, locate this cape on the coast of South America, south of the mouth of the La Plata.

SOCIETY OF SCHOOL PRINCIPALS.—We have received a neatly-printed circular announcing the organization of the 'Society of School Principals'. We can give an idea of its character and objects in no better way than by inserting its prospectus and programme. The men forming the society are workers in earnest, and they have taken a grand step forward. Success attend you, gentlemen.

#### PROSPECTUS.

On the 30th of January, 1869, a party of School Principals and Superintendents, in response to a call issued by W. B. Powell, of Peru, assembled at the Hardy House, Lasalle, Illinois. The subject considered was the propriety of effecting a permanent organization of such persons as were present, for the purpose of a mutual interchange of methods, and of a minute discussion of those doings which form a major part of the Principal's labors.

It was urged that the State Teachers' Association was too cumbrous; that its meetings were held too seldom, and its scope too large, to devote sufficient time to any one branch of our public-school labor. As members of other professions had found their usefulness and success increased by meetings of experience and discussion, it was, therefore, resolved to organize a Society of School Principals. This was done by adopting a constitution and electing W. B. Powell, of Peru, President; Wm. Brady, of Marseilles, Secretary; and Aaron Gove, of New Rutland, Treasurer,—the three to be, *ex officio*, an executive committee.

The second meeting took place at Lasalle, on February 27th, when interesting talks were given by Prof. Sanborn Tenney, of Mass.; H. L. Boltwood, of Princeton, and others, followed by lively discussions, in which all participated.

The third session will be at Lasalle, on Saturday, March 27th.

The programme will be as follows: 10.00 A.M., Devotional. 10.15, Orthography—general methods. Does each grade require a different method? Prof. J. W. Cook, Normal. 10.45, Discussion of above: G. S. Wedgewood, Superintendent of Schools, Lasalle; Aaron Gove, Principal of Graded School, New Rutland. 11.30, System of School Records:\* T. H. Clark, Superintendent of Schools, Ottawa. 12.00, Discussion on above: J. W. Peck, Superintendent of Schools, Henry; G. A. Gilliam, Principal of School, Utica; Wm. Brady, Marseilles. Recess. 2.00 P.M., Music. 2.15, The relative time to be assigned to the several studies in the Common-School Course: H. L. Boltwood, Principal High School, Princeton. 2.45, Discussion of above: O. M. Tucker, Principal

\* Each member is invited and expected to bring his School Records for examination and comparison.

of Graded School, Tonica; J. H. Freeman, Leland. 4.00, General business In the evening, Prof. J. A. Sewall, of Normal, will deliver a Lecture before the Society.

PROMPTNESS.—Superintendent Hobbs makes some excellent suggestions in his last monthly report concerning the habit of children's gathering about the school premises before the hours of school. The mischief which is caused at this time in the corruption of the manners and morals of the young is the greatest objection to the system of graded schools. It is one which is worthy of consideration. It is a question whether some teachers, in their desire to secure promptness on the part of their pupils, are not over-zealous and do not unwittingly make their efforts for good a means of evil. The motto should be "Be just prompt enough not to be tardy, but be not at the school-house before the teacher." With this, if the teacher's duties are properly performed, a serious fault in the practical workings of our schools may be mitigated.

SCHOOL LEGISLATION.—Acts relating to education and common schools have been passed by the Legislature of Illinois at its present session and approved by the Governor, with titles as follows: An act to establish and maintain the Southern Illinois University; An act to enable counties to establish County Normal Schools; An act concerning reports of school-officers and of incorporated institutions of learning; An act relating to assessments and taxation in school districts; An act to amend the school law.

PROF. SANBORN TENNEY, of Williams College, whose lectures before the State Association at Galesburg will be remembered by many with pleasure, has been giving courses of scientific lectures in the northern part of the state, at Rockford, Belvidere, Bloomington, Peru, and Princeton, with great success.

WE give this month the first of a series of letters of travel written by a young lady now resident in Europe. They were not written with a view to publication, but this very fact, perhaps, adds to the freshness and vivacity of their style, while they touch upon many matters not generally spoken of by tourists. We think they will be found very interesting and instructive.

DEFERRED.—Several valuable articles, intended for this number, are deferred to give place to the able address of Dr. Gregory before the State Association at Peoria. While this explanation is due to our contributors, we feel that they will readily approve the course which results in their delay.

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## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

SCHOOL FOR IDIOTS AND FEEBLE-MINDED CHILDREN.—We are indebted to Dr. C. T. Wilbur, Superintendent, for the Third and Fourth Reports of this school. Founded as an experiment, four years since, it has demonstrated the necessity of a permanent place for itself among the benevolent institutions of the state. Since its opening there have been received 221 applications for the admission of pupils, 18 of which are from neighboring states. The average age of applicants is 13 years. Applications have been received from 60 counties in

this state. There have been 69 pupils under instruction during the year: there are accommodations for only 60, and the institution is now full.

For the purpose of giving an idea of the character of the material to be wrought upon and the work done, we give the following extract from the Doctor's report. His methods are suggestive to the great mass of teachers, and in their perusal, there are not a few of us who will be encouraged to the exercise of patience in their work, and to make another effort for the benefit of some pupil given up as hopelessly dull.

"The precise condition of the pupils now inmates of the institution upon admission, and their progress made since, it will be very difficult for me to describe. I shall be able only to suggest a few of the more important features of each.

"The particulars of their condition upon admission are made up from the descriptions given of them by their friends.

"One-third at least of the number were so deficient in intellect that they had never spoken a word; another third used language limited to a very small number of words and phrases; and only twelve were able to talk intelligently. Only six were able to count, and these had no other knowledge of numbers. A large majority of the number were unable to dress and undress themselves, and many were uncleanly in their habits. But two of the girls had any knowledge of sewing, and not one had been taught in the more skillful uses of the needle. But few of the girls had been instructed in household occupations, and only three or four of the boys had been exercised at home in useful labor. As a matter of course, among fifty-two children of this class, upon their admission to the institution, there might have been seen a great variety of disagreeable and mischievous habits.

"The experiment has developed the fact that all who have been placed under our system of instruction, except the small proportion dismissed for chronic disease, and the few removed after a short period of trial, have been benefited to a greater or less extent by the labor bestowed upon them.

"The lowest grade of pupils have improved in their habits and manners; are more cleanly, are more obedient; have more of a disposition to observe what is going on about them; have become familiar with and can perform the various exercises which have been devised for developing a knowledge of form, size, and color, and are much better able to fix their attention than formerly.

"Those who were peculiar in gait or carriage of person, by reason of partial paralysis or other causes, have been exercised each day in a manner calculated to develop and strengthen their muscles. Other exercises in the gymnasium, designed to bring under subjection the will, and fix the attention of this lower grade of pupils, have been instrumental in accomplishing these results. Those who were unable to talk are exercised daily in articulation, and are encouraged in every other exercise to try to speak, and are aided in this by the singing-class. The improvement in articulation in some of the cases, who had never spoken a word upon admission, is marked. Several are using words and short sentences, and are calling each other by name.

"Children who are brought to the institution at an early age improve the most rapidly in the use of language.

"Our school is always opened by devotional exercises, in which all the children are required to engage. These exercises consist of the repetition of the Lord's Prayer, and prayers in verse by the children in concert, standing in a reverential attitude. They then sing simple songs and tunes, accompanied by a piano, occasionally varying the exercise by keeping time to music with the hands and feet. Two days in the week, the half-hour usually devoted to singing is devoted to marching music. These exercises have resulted in developing a reverence for prayer and devotional exercises, an ear for music to a surprising degree, a knowledge of a great many tunes and familiar airs, improvement in the power of articulation, and in the ability to keep time to music, and to march in order to and from the school- and dining-rooms.

"Children who upon admission were restive and uneasy, unable to stand or sit still for an instant, have become orderly and more quiet, and will stand still when it is necessary for them to do so in the singing and other classes of the school-room.

"In several instances it has taxed the ingenuity of the teachers severely to devise means to arrest the attention and to ascertain the vulnerable points in the cases, which should prove to be the starting-points for a systematic development of their faculties.

"Children who were unable to draw a straight line with chalk upon the blackboard, without having the hand guided by a teacher, are now making, unassisted, simple figures, and in some instances letters and short words in imitation of copies set before them. Others, who were unable to imitate simple straight lines upon admission, and who were completely uninstructed in the matter of writing, are now able to write letters home without assistance.

"With the exception of a few of the pupils, all have learned to recognize printed words on cards: some, one or two only; others, a much larger number, some of whom readily put them together, forming short sentences. Many children who are unable to talk will point out objects as their printed names are shown them.

"All the pupils are exercised in gymnastic and calisthenic exercises, not only for physical development, but for mental improvement, as they require, on the part of the pupil, attention, observation, and a constant exercise of volition and the power of imitation, in following the movements of the instructor. Movements which, to an intelligent person, seem almost involuntary, in the idiot are brought about by constant and faithful labor for weeks and months, and may seem to the casual observer as but trifling progress, when in reality a great gain has been accomplished. Our most advanced class surprise all who witness their evolutions, by their ability to fix their attention upon their teacher, and the promptness with which they imitate his movements, and in the accuracy with which they keep time with motions of their arms and hands, also with dumb-bells and wands, to music.

"In reading, children who upon admission were unable to read, and who were deemed by their friends incapable of learning to read, are now reading in the first and second Edwards's Readers. Other pupils are reading in the third and fourth Readers of the same series.

"Pupils who had never received instruction in arithmetic, and had no intelligent ideas of number, are now able to perform examples in addition and subtraction, have learned portions of the multiplication-table, and can repeat and seem to comprehend the meaning of the time and federal-money tables, of compound numbers, also liquid and dry measure.

"No pupil upon admission had received instruction in geography. We have two classes in geography. The best class, consisting of ten pupils, are able, upon an outline map of the United States, to name any, and bound many, of the states, and name their capitals. They can also point out and name the oceans, gulfs, rivers, islands, and many other points upon the same map, and the effort has been to give them practical ideas of this branch of study.

"In household occupations, the girls make beds, scrub floors, wash dishes, set tables, sweep and sew, and many of them are able to work difficult patterns with colored worsteds upon perforated card-board, specimens of which are constantly on exhibition. Quilts and counterpanes which have been made by the children are also on exhibition.

"The most important results, however, have been in the breaking-up of bad habits and in substituting for them good manners, and in arousing, to a greater or less degree, their moral natures."

CHICAGO.—The revision of the Graded Course is the principal subject of attention of teachers and Superintendent at present. At the February Institute a paper on the subject was read by George D. Broomell, of the Haven School, with an abstract of which we have been favored. It is as follows:

"It is useless to discuss the respective merits of the *graded* system and other systems. There is no other system. Any thing else is *unsystem*. It is some times objected to our graded system that it presupposes every child to be going through the entire course, and that the great majority, who do not go through, are working at a perpetual disadvantage. It would not be difficult to show that this objection has little force, and that in every grade the pupils are at work, on the whole, at what will do them most good, whether they enter the next grade or leave school entirely. We are prone to undervalue primary ed-



ucation. The child who is thoroughly master of the second reader, and can readily find the sum and difference of small numbers, has a very valuable education; whereas, if he gets no farther, we are apt to think of him as entirely uneducated.

"There may be such a thing as too much review. Set a child at work at what will exercise his powers to best advantage at the time, whether he is thoroughly familiar with every thing taught in grades below him or not. The knowledge actually gained in school is of little amount and of little consequence compared with the power obtained of acquiring more. Any one of the studies of our course will call out the powers of the mind as well as any other, when introduced in the proper time and manner,—*spelling* only excepted. If *this* does any thing for the child beyond exercising his memory, it teaches him to be unreasonable. It is astonishing how we hug our chains. Any attempt to reform our spelling is sure to be met with sneers and ridicule, even by teachers. Since a correct principle is stronger than a false one and must eventually prevail over it, *some phonetic system* must eventually take the place of our present *unsystem*. Then why delay? Years of time are thus lost to every well-educated man. A reform in spelling would furnish us just the relief we now need in consequence of the many new things that have been crowded into our common schools of late years. The present is a favorable time to agitate this reform. Never before have people conquered their prejudices in one direction and another so rapidly as they are now doing; and there is reason to hope that we may yet conquer our prejudice in favor of the stupendous but unnecessary labor of learning to spell.

"In our Grammar grades too many things are constantly attempted at once. The mind can not work to the best advantage when distracted with a great variety of subjects at the same time, skimming hurriedly over each. If nothing can be omitted, at least attempt to carry fewer things along together. Contract *laterally*, in order that a greater *forward* movement may be made in a given time.

"One radical change is needed which can not be expected immediately. The weeks in the school-year, the days in the week, and the hours in the day, have been sufficiently curtailed; but there should be a large reduction in the number of pupils to a teacher. A teacher should not have more than 40 pupils, and 30 would be still better. This would be economy; for there would be a great saving of time, which is more valuable than money. With 60 scholars and two or three classes, the teacher becomes a mere *hearer of recitations*, in stead of an *instructor*. The 30 or 40 should all be in one class, and the teacher should superintend their study as well as recitation. The text-book might then be, as it ought always to be, only an assistant, and not the main reliance. When the class were engaged in quiet study (which would some times be best) the teacher might be employed in examining written abstracts and reviews, on which all *marking* might be done. The teacher would then have time to come into more intimate personal relations with the scholars and to study their peculiarities of mind and character, and would thus be able to manage them to much better advantage. With the parents' aid, which the teacher would then have time to seek, *corporal punishment* in school could probably be wholly dispensed with—thus settling to the satisfaction of all parties that troublesome question."

At the same institute a very interesting lecture on *Sign Language*, was delivered by Prof. Haven, of the Chicago Theological Seminary.....Another of the city's pioneers and wealthy citizens—Jonathan Burr, Esq.—has lately deceased. He has always been actively interested in the various charitable enterprises of the city, and at his death bequeathed the larger part—about \$300,000—of his estate to benevolent and educational purposes. One-eleventh of this amount goes to the benefit of the public schools of the city. Such a man as he is blessed while living, and when dead leaves behind him a name which is ever fresh in the grateful remembrance of all lovers of their race.....The great want of Chicago to-day is *more school-houses*, though nothing is heard of but Parks. Two years ago the legislature granted the right of issue of \$500,000 in bonds for increasing our school accommodations. The money has been ex-

pending, and the want of room is more keenly felt than ever. We have another appropriation by the last legislature of \$700,000. Our High-School building is quite too small to accommodate the pupils who yearly make application for seats, and it has been hoped by many that a new building would be erected from the funds of this appropriation. But at the last meeting of the Board Inspector King offered the following resolution, which was adopted by all but one vote:

*Resolved*, That it will be inexpedient and unadvisable to erect a new High-School building until the school-districts shall be better supplied with school-buildings and accommodations than they now are.

In view of this resolution, and the fact that the present First-Grade pupils of the grammar schools can not be accommodated in the present High-School building, Sup't Pickard asked the opinion of the principals, at our last institute, upon the advisability of extending the Grammar-School Course one year. The proposition found favor, and was recommended by a full vote. Physiology, Algebra, Physical Geography, and Elements of Natural Philosophy, were agreed upon as the most suitable studies for the year. Some differences of opinion are held as to the disposition of the scholars of this year. Some favor making a two-years Intermediate Course, comprising the First Grade of the Grammar School and the Junior Year of the High-School Course; others, the simple extension of the course of study in the grammar schools; while others would organize one class in each of the three divisions of the city, in the most central of the Grammar buildings, and make these classes auxiliaries to the High School. The great objection to the simple extension of the Grammar studies is that our classes are too small to warrant it at present.....Inspector Avery has resigned, and C. N. Holden, Esq., has been elected to the vacancy. The resignation of Mr. Brentano, President of the Board, has also been tendered. Mr. B. intends going to Germany soon.

CENTRALIA.—The schools of this city are in a very flourishing condition, under the able superintendency of James N. Patrick, Esq. The number of pupils enrolled for December, 1868, was 478; average attendance, 440; per cent. of attendance, 92+. Eight teachers and one Superintendent are employed.

KINMUNDY.—*Eds. Teacher*: Will a word from Egypt be acceptable? We still live down in this once dark corner, and, as an evidence of the correctness of my expression, I would inform your readers that this little town, which five years ago scarce had a name, and even now can not be found on the maps of most of our so-called improved geographies, has a city charter, supports a graded school of over three hundred pupils, and employs five teachers for their instruction. Another evidence that we are not in the darkest corner of the state: I forwarded to the publisher a club of seven subscribers to the Teacher, the other day, all from this place, and intend to increase the number to ten before long. I regret to say that only three of the teachers of our graded school are members of the club; still, when you reflect that our fruit and grain crops were nearly entire failures last year, and as a consequence money is very scarce, I think you will say that we have done well. We have many live, energetic teachers amongst us, and the old fossils are fast giving place to new, fresh, burnished stones, full of activity and vigor. Not the least encouraging sign of the times is that many of our best teachers are young men and women from our own midst. I take it that when a people have so far risen in the scale of intelligence as to be able to supply their children with competent instructors from their own firesides, the appellation of *dark* should no longer be applied to them. We feel no hesitation in saying that Egypt has been, and

is taking long strides in the right direction; and we hail the day as not far distant when the intelligence and refinement of her people shall be no less widely known and acknowledged than are the richness and excellence of her pomological products.

L. S. K.

[Such words as the above are always acceptable, not only because of their cheering account of the educational condition of the southern part of the state, but also of the tangible evidence they present of the earnest spirit of the teachers there. Few indeed are the places which subscribe for more copies of a single educational journal than they have teachers. It is not difficult to see that such a community will not be behind the first in point of intelligence and real progress.—ED.]

OTTAWA.—The following extract from an Ottawa paper shows how to do the work of public education on an improved plan. To make it perfect, it needs one or two additions, as, for example, that school-houses should be furnished in the same way, and that the superintendent who examines the teachers also be the lowest bidder for the position. The writer of the article is understood to be an imported citizen of considerable political influence:

"Immediately after the election of the new board, they should notify the public that in the future equal ability and merit should have an equal chance for position in our schools. That to accomplish this purpose, they, the board of education, would, on a certain day, have examined in their presence, by the county superintendent, all aspirants for positions in our schools; and having, by this means, ascertained the names of the persons qualified, the position would be given to the person who by proposal would teach for the lowest price—the proposal to be made to the directors under seal, and opened in the presence of the board and all the applicants. Proposals for janitors in the same manner; also, coal, building, repairs, etc.

"The management of our schools to be based on the principle that, all other things being equal, the position of teachers, janitors, contracts for work, etc., shall be awarded to the one who bids the lowest."

### NOTICES OF BOOKS AND PERIODICALS.

(39) Of making *Arithmetics* there is no end! we exclaimed, on taking up this work; but on looking it over we became more and more interested in its methods, and laid it down with the feeling that it is a valuable addition to the already large number of these works. The inductive method is quite carefully carried out in the explanation of processes, and the rules are not presented until the pupil is ready to form them for himself. Pictorial illustrations of the different subjects presented are given when possible, and, adopting the principle of Chase and Mann's valuable work, the problems are, as far as can well be, from the actual affairs and ordinary business of life. We miss some time-honored but useless matter, and in its stead find the actual methods of to-day, rather than of years past.

(40) WE have examined this little book with much interest. Of the various attempts made to overcome the difficulties of teaching the reading of English, none seems to us to promise more practical results than this. However strong the arguments in favor of phonotypy may be, it still remains true that the difficulties in the way of its general introduction can scarcely be overcome. The authors of this work propose to attain the same end by using merely the ordinary letters of the alphabet, avoiding even, for the most part, the common diacritical marks. Adopting a plan proposed by Prof. Zachos, the sounds of the letters are first presented in the modes in which they are represented by the letters of the alphabet,—the more regular of these modes, when there are more than one, being presented first. The pupil is drilled upon these

(39) FRENCH'S COMMON-SCHOOL ARITHMETIC. Harper & Brothers, New York.

(40) FIRST LESSONS IN READING. By Richard Soule, Associate Editor of Worcester's Dictionary, and William A. Wheeler, Associate Editor of Webster's Dictionaries. Lee & Shepard, Boston.

sounds long and carefully, and then upon their combinations in words and sentences, and afterward is taught the names of the letters. The book contains Prof. Whitney's scheme of English sounds, and in the appendix the four principal styles of type, and an analysis of the forms of the printed letters. The names of its authors are a guaranty of the scholarly care with which the book has been prepared. In the hands of a diligent and careful teacher, we have no doubt of the value of the method; in the hands of others, we should expect failures. A sequel has been published for further practice in reading, and a series of charts. We advise teachers to examine this work. If we were a school superintendent, we should give it a careful trial.

(41) THE publishers have undertaken a very desirable thing, viz., to issue cheap editions of classical works on education, including Bacon's *Advancement of Learning*; Milton; Ascham's *Schoolmaster*; J. S. Mill; Carlyle; Prof. DeMorgan; Sir E. Head; Rousseau's *Emile*; Montaigne, *On the Education of Children*; etc., etc. They are issued in paper covers, at the extremely low price of 15 cents per volume, or 20 cents by mail, and at this price are within the reach of all. We could wish the print had been clearer and the style of issue better; but this would have involved a higher price. Still, we think that published in better style, at 25 cents or even 30 cents per volume, the extra price would be cheerfully paid by those who desire the books at all. We hope every teacher will secure copies of these works.

(42) THE selections in this reader are arranged so as to illustrate the rules of grammar, and the references to it under each are quite full, thus affording a thorough grammatical drill,—a thing too much neglected in the study of the modern languages. The accompanying vocabulary gives the classical etymologies of the words, thus affording a valuable means of comparison.

(43) GOODRICH'S *School Histories of the United States* are well known as among the most interesting to children and youth, and among the most popular of our many histories. Peter Parley possessed the rare faculty of talking to children, and his books will remain deservedly favorites for a long time to come.

(44) COMPOSITION-WRITING is an exercise which has very generally been dreaded almost equally by both teachers and pupils. No exercise is more neglected. As a result, the ignorance in the correct use of written language which prevails among even the teachers of our country is truly deplorable. The frequent mistakes of teachers, and also of members of other professions, in some of the simplest requisites of plain composition, spelling, use of capital letters, marks of punctuation, tolerable syntax, etc., are sufficient to detract somewhat from the pride with which we refer to the boasted '*education of the people*'. This state of facts is the result of various causes, and, whether justly or not, is charged to the incompetency of the common schools. The defect exists, and no agency can be so powerful for its correction as the school. And we will say that no subject is more worthy the earnest attention of every teacher than this. We say *every* teacher, meaning especially to embrace those teaching children just learning to write. When we sat down, it was with the intention of writing a notice of a book; but the subject seems to us of such moment that, unless we stop, we shall be writing an essay in stead. We wish to express our hearty commendation of this work. It is adapted for use by any teacher, and with children who are yet in the primary department. It is practical and progressive. Those rules which should be followed in writing simple exercises are plainly stated, and a reasonable amount of practice is required under each. The marks of punctuation and capital letters are not discussed in separate parts of the work and their use left to the judgment or taste of the pupil, but the exercises are so planned as to make an intelligent use of them a necessity. A careful study of it would be of much more benefit to a pupil than an equal amount of study given to many books of greater pretensions.

W.

(45) FROM all the nice books written for boys and girls, none could be selected

(41) LOCKE: *Some Thoughts Concerning Education*. 2 vols. 32mo. 15 cts. per vol. J. W. Schermerhorn & Co., New York.

(42) MAGILL'S FRENCH READER. Woolworth, Ainsworth & Co., Boston; F. B. Ginn, Agent, Chicago.

(43) GOODRICH'S PICTORIAL HISTORY OF THE UNITED STATES; GOODRICH'S CHILD'S HISTORY OF THE UNITED STATES. E. H. Butler & Co., Philadelphia.

(44) GUIDE TO COMPOSITION. By T. S. Pinneo, Author of a series of Grammars. Wilson, Hinkle & Co., Cincinnati; Cobb, Pritchard & Co., Chicago. 12mo, 162 pp.

(45) CUELL'S BOOKS OF NATURAL HISTORY. Three volumes: *Reeds, Birds, and Insects*. By Selim H. Peabody, M.A. Clarke & Company, Chicago. 12mo., 234, 234, and 228 pages, respectively. \$1.25 per vol.; set, \$3.50.



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(46) It is said that a single New-York publishing-house announces upon its trade-list eighty-nine different arithmetics. Think of that, critical fellow teachers, and let your mouths be forever closed against any complaints that there is not sufficient variety of this book from which to choose. Among the last issued is, we presume, the book before us. It is intended as an introduction to the subject of Numbers. Upon examining it, we find various features which seem neither philosophical nor profitable. For a book of its grade, it contains too much theory. For instance, in the third lesson the pupil is taught the etymological meaning of the words used in counting from *one* to *twenty*. We find these questions: "Can you tell what *twelve* means if I tell you, *elve* means, *one and ten*!" "Can you tell what *eleven* means, if the first *e* means *one*?" and others of like character. In the tenth lesson, the table of Federal Money is to be learned. In the twelfth, the word *decimation* is presented; in the fourteenth, Sterling Money; and following this the other tables in denominate numbers, at the rate of *two tables* at a lesson. "*For object lessons in these tables see arithmetic number II.*" The italicizing is ours. By the twentieth lesson the 'little pupils' are expected to read such numbers as 309150110416. In presenting the simple rules, the old style of teaching one, then the next, and so on, is followed. Those which naturally belong with each other are separated, and thus much is added to the labor of both teacher and pupil. In the title-page, the book claims to be *objectively* arranged, and on the second following page is the following direction: "Young pupils may use '*The Young Pupil's Arithmetic*,' or No. I.; older ones may begin with '*The First Course, or Objectively*,' No. II."

(47) THIS volume contains the author's lectures on the Evidences of Christianity, given in regular course to his college classes. The aim has been to present the doctrines of Christianity as accepted by all representatives of Protestant faith. The fact that the book was originally presented in the form of familiar lectures adds to its value as a book for general reading and for use by teachers. Its contents are Proof of the Existence of God; Proof of the Immortality of the Soul; Historical View of the Character of the New Testament; Christianity a Supernatural Fact; a Divine Life; a Divine Doctrine; a Divine Law; a Divine Kingdom; a Fulfillment; a World-Power. Of the importance of these subjects to man as a moral being, and to humanity at large, there can be no doubt. An acquaintance with them is a necessary part of education, and in their bearing upon the life of society their practical value can not be overestimated.

(48) THE use of the spelling-book for the mere purpose of teaching spelling is gradually taking place among the abandoned methods of instruction. Like the letters of the alphabet, *words* can be most successfully taught when they are clothed with a meaning, when they are used to express an idea. Hence

(46) THE YOUNG PUPIL'S ARITHMETIC. By D. H. Cruttenden, A.M., author of the 'Rhetorical Grammar', etc. J. M. Bradstreet & Son, New York. 12mo., 96 pages.

(47) THE EVIDENCES OF CHRISTIANITY. By Ebenezer Dodge, D.D., President of Madison University. Gould & Lincoln, Boston. 12mo., 244 pages.

(48) THE INSTRUCTIVE SPELLER. By D. F. DeWolf, A.M. Wilson, Hinkle & Co., (Cincinnati).



many most successful teachers select the spelling-lesson from the different text-books used by the class, and make spelling an important part of every written exercise. Though this method is successful, there are many important things concerning words which can not be taught by it, and which have no better place in the work of instruction than in connection with this subject. The analysis and pronunciation of words, their derivation, their correct use in sentences, and some simple classification of them into parts of speech, may very profitably form a part of the exercise. To form a text-book in Spelling which shall completely answer all the demands made upon it has been the object of the author of this book. His work has been intelligently and conscientiously done, and in the hands of a careful teacher it may be made a valuable aid in the work of education.

(49) It is claimed by the especial advocates of Geometry that that science should have a place much lower down in the course of study for American youth. And there is reason in the claim. It is not so difficult of comprehension as some of the topics embraced in the arithmetics, and has more value as a discipline and in its practical results than they have. Following the example of Dr. Thomas Hill, two or three authors have issued elementary works on this subject. The author of the book before us has selected those portions of the more extended work which have a general application, and, in some instances, has presented the demonstrations in a modified form. Otherwise the work does not differ materially from larger ones on this subject. w.

(50) THE purpose of the author seems to have been to present, in brief space, every thing that is essentially necessary in a hand-book of Anatomy and Physiology. Though prepared for the especial use of students while attending a course of medical lectures, it is fitted for the use of any who desire information upon these subjects. Not being confined in its range to the scope of the ordinary text-books on these subjects, the teacher will find much in it which will be of service in the class-room.

(51) WE have received the first number of this new educational journal, and welcome it to our list of exchanges. Its object is stated to be—"To provide a medium through which teachers may disseminate their views, and by which others who are interested in the cause of enlightenment may reflect their sentiments." This number has a very attractive appearance, and is well filled with valuable matter. It is published in newspaper form of 8 pages, monthly, at \$1.00 year.

(52) THE number of *Our Boys and Girls* for the week ending April 3d is a very attractive one. In addition to its usual serial by Oliver Optic, it contains contributions from Alice Cary, Geo. M. Baker, Mrs. J. G. Austin, and others. It has also fine and lifelike steel-engraved portraits of Grant and Colfax, and a full-page allegorical picture, by Nast, of the Inauguration of Grant. This is a good opportunity to subscribe, as this number contains the commencement of a new story by Oliver Optic—On Time, or the Young Captain of the Ucayga Steamer. The magazine is issued weekly, at \$2.50 a year, by Lee & Shepard, Boston.

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(49) ELEMENTS OF GEOMETRY. By E. W. Evans, M.A. Wilson, Hinkle & Co., Cincinnati. 12mo., 102 pages.

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
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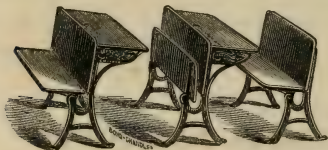
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# ILLINOIS TEACHER.

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## COMPULSORY ATTENDANCE.

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Extract from an Essay, delivered at the meeting of the Illinois State Teachers' Association  
at Peoria, Dec. 29, 1868

BY J. E. ROBERTS,

Superintendent of Schools, Galesburg.

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LET us inquire now what has been the actual result of compulsory laws under the American system of government. We can only go to Massachusetts for an answer. In 1852 a law was enacted in Massachusetts, the first section of which I will give in full, at the risk of a slight repetition.

"SEC. 1.\* Every person having under his control a child between the ages of eight and fourteen years shall annually, during the continuance of his control, send such child to some public school in the city or town in which he resides, at least twelve weeks, if the public schools of such city or town so long continue, six weeks of which time shall be consecutive; and for every neglect of such duty the party offending shall forfeit to the use of such city or town a sum not exceeding twenty dollars; but if it appears, upon the inquiry of the truant-officers or school-committee of any city or town, or upon the trial of any prosecution, that the party so neglecting was not able, by reason of poverty, to send such child to school, or to furnish him with the means of education, or that the child has been otherwise furnished with the means of education for a like period of time, or has already acquired the branches of learning taught in the public schools, or that his bodily or mental condition has been such as to prevent his attendance at school or application to study for the period required, the penalty before mentioned shall not be incurred."

It is made the duty of the town or city treasurer to prosecute for violation of this law upon information furnished by school-committees or truant-officers, and a neglect to do so subjects him to a fine of twenty dollars.

The State Secretary of the Board of Education instructs the officers in these emphatic words: "It is not sufficient for committees and truant-officers to wait for information to be given to them of neglect of duty by parents and guard-

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\* General School Laws, Chapter 41.



ians, but they should *discover and inquire* into all such cases, and pursue the delinquents according to the requirements of law. In no other way", says he, "can we save portions of society from the barbarism which our ancestors would not suffer."\*

The law from which I have quoted was the result of much careful study and some previous experimental legislation, and is, doubtless, as perfect as any such law can be. Now as to its results.

In 1861, nine years after the passage of this law, Superintendent Philbrick, of Boston, says in his report, "It appears that no complaints have been made by the school-committees or truant-officers for violation of this statute." He urges the mildness and justness of the law, and says that it "seems highly desirable that some attempt should be made to put the law in force." In 1865, four years later, he says again: "No prosecutions under these provisions have as yet been made in this city [Boston]. It is expected, however," says he, "that the truant-officers will in future endeavor to ascertain whether these provisions of law are violated, and to take the proper steps to secure the prosecution of all persons liable to penalty in consequence of such violations."†

Notwithstanding these expectations, which, I venture to say, have not been realized, it is probably safe to consider compulsory education in Massachusetts as not much of a success.‡ (Though I believe Mr. Parton does say that he has seen printed copies of the law displayed in some of the small village post-offices, as a warning to offenders.§) Nor is it surprising that officers are reluctant to make complaints under a law so vague in its terms.

We will indulge in the supposition, however, that some as yet undiscovered genius shall hit upon a plan by which the obstacles of which we have been speaking may be overcome.

The question still remains, Is our condition in regard to general education such as really to demand the intervention of law to save us from relapsing into barbarism? And if compulsory attendance is not a necessity, is it still something to be desired?—that is, is it likely to improve our condition?

The census of 1860 gives 59,364 as the number in Illinois above twenty years of age who could not read and write. This is about  $3\frac{1}{2}$  per cent. of the entire population. The thought of 59,000 adults who can not read is sufficiently startling, especially if we imagine them aggregated into a city by themselves. But, startling as this fact may be, does it suggest the necessity of a compulsory law? We should remember that those who were over twenty years of age in 1860 must have received their schooling, if they had any, all along from a time previous to the admission of our state into the Union. It is unnecessary to remind you what was the condition of our common schools during that long period,—what difficulties were in the way of those who most eagerly desired an education, from the sparsity of our population, the scarcity of teachers, and, much of the time, from the poverty of the people.

\* Boston Report, 1861, p. 238.

† Boston Report 1865, page 190.

‡ The friends of compulsory attendance in Boston felt especially encouraged when, on the 21st of April, 1863, the first complaint was made against an 'absentee' under their law. "A boy was brought before a Justice of the Police Court, charged with wandering about in the streets and public places of the city, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years"; and, the charge having been sustained by sufficient evidence, the delinquent was sentenced—to attend the public schools twelve weeks? Not at all; but, "to the House of Reformation for two years."

§ Atlantic, Jan. 1858.

I passed my childhood within three hours' walk of where I now stand, and I never had an opportunity of attending school a day until after I was twelve years of age, for the reason that there was no school near enough. Much of the population during those early years was from the South—a people too poor to own slaves and too proud to work beside them,—who came to the southern and central portions of our state to escape social degradation. I have in mind one of them, still living, I think, a man wholly illiterate himself, but whose only daughter graduated at one of the best seminaries in the state, and is now a most highly-accomplished lady, the wife of a St. Louis merchant. His son graduated at a leading college, in a few years placed himself at the head of the bar in a neighboring state, and is now a prosperous banker in the City of New York. This is but a representative case, and many similar ones might be cited. I allude to it for the purpose of showing that the state of things revealed by the census of 1860 was incident to the times, and not altogether—perhaps not to any considerable extent—the result of indifference.

Most of the conditions which were then so adverse to universal popular education have been changed. Every city and town has its high and graded schools; almost every neighborhood has its little temple of learning, and the school-house, no longer poorer than the meanest barn, is often the best building in the district. I shall be greatly disappointed if the next census does not show, not merely a relative, but an actual, decrease in the number of uneducated in our state. The number of parents who are unwilling to make sacrifices even, if necessary, in order that all their children may be able at least to read, write, and cast up accounts, I believe to be extremely small. I do not *know* of one, and I know some very mean and some very stupid people.\*

Looking over the length of our state from the northern frontier to the centre, and peering thence over into the darkness of Egypt, and witnessing such universal and self-denying zeal in behalf of popular education, I am brought to the conclusion that, however it may be in Massachusetts, no compulsory law is needed to prevent us from relapsing into barbarism.

One question remains to be answered: Suppose a compulsory law to be in force, —Is it likely to improve our condition? To answer this question is very difficult. An answer, to be worth much, should be based upon a comparison between two countries which, under equally favorable circumstances, have made a fair trial, the one of compulsory, the other of voluntary attendance.

While nearly all the kingdoms of Central Europe have compulsory laws, Prussia, undoubtedly, presents the most perfect development of this system. In 1845, twenty-six years after the present school-system went into effect, two per cent. of the young men between the ages of 20 and 22 were destitute of an elementary education.† In 1843 the number attending the primary schools (by which I suppose we may understand the average number in attendance) was 663,978, or more than 22 per cent. less than the whole number of children in the empire between the ages of 7 and 14 years. ‡ In 1855 the whole enrollment of the primary schools was 184,779 less than the number between 7 and 14,

\* I met an intelligent farmer, the other day, who said that a compulsory law was much needed in his neighborhood on account of the large foreign population there; but, upon reflection, he confessed he did not know any who did not send to school some part of the year.

† *Barnard's Journal*, vol. viii, page 411.

‡ *Encyclopædia Britannica*, Art. Prussia.

who are required by law to be in attendance. This is 6 or 7 per cent. of the entire number.

We are not to infer from these figures any inefficiency in the workings of their system. They show that to expect the attendance of all within certain ages, under any system, is simply preposterous.

Now let us turn to the school-statistics of our own state, and see if, in the light of Prussian experience, they afford any serious cause for alarm. According to Sup't Bateman's last Report, there were enrolled in the public and private schools of the state in the year 1866, 635,566 different pupils. The census shows a population of 759,987 between the ages of 6 and 21, who, according to our laws, are supposed to be in school. This estimate shows that 124,421, or about 16 per cent., were not in school. We have seen that in Prussia 6 per cent. of those required by law to attend (*i.e.*, from seven to fourteen years of age) do not attend; while in Illinois only 16 per cent. of all between the ages of 6 and 21 do not attend. It is next to impossible to find any common measure for these two statements, as they do not cover the same ground; but, when we consider that many of our lads acquire a good common-school education at fourteen, and then go to work or into business; that not a few complete a respectable high-school course at eighteen, while not a few of the girls are married still younger; and lastly, that many parents very wisely prefer to teach their children at home until they are eight or nine, it does not seem probable that we need to fear any fair comparison.

One or two facts will shed some light just here. In 1860 about 7 per cent. of those between the ages of 5 and 15 in Boston were not reported in any school, public or private; while of the whole number between 6 and 21 more than 27 per cent. were not in school. In the public schools of my own town, the average age of the lowest primary classes is 7 years; of the high school it is 15 years and 1 month. The oldest pupil is 19.

We are able, however, to make a comparison on another basis. In Prussia the number in the different classes of schools, the primary and middle schools, the gymnasia and universities, all counted together, constitutes one-sixth of the entire population. In our own state, supposing our population in 1865 to have been 2,000,000, there was enrolled in our common schools alone one pupil for every  $3\frac{1}{2}$  inhabitants. If we include the private schools, colleges, and academies, we shall find one for every three. Illinois, then, has to-day twice as many scholars in her schools as Prussia, in proportion to population.

It may be said that our attendance is much more irregular than it is in Prussia. This may be true; but, according to Mr. Bateman's estimate, there were in 1866 400,000 in daily attendance for six and a half months in the common schools. This makes a *daily attendance* of one pupil to every five inhabitants, while Prussia's *whole enrollment* in schools of all grades is only one for every six inhabitants.

Why, the comparatively new State of Iowa, with "more than two-thirds of the state," to use the words of Geo. Merrill, still just as it came from the hands of Nature," sends to school one pupil for every three and a half inhabitants.

This part of the argument would not be complete without a reference to Holland. This little parcel of God's earth, scarcely redeemed from the sea, with its precious historical associations, with its overcrowded population of two hundred and thirty-five inhabitants to the square mile,—in spite of a perpetual struggle for existence against the most treacherous of elements, in spite of

its insignificance among the great powers which lie all around it,—has one of the most perfect systems of schools to be found in all Europe.

\*“In Haarlem, with a population of 21,000, in 1840 there could not be found a child of ten years of age and of sound intellect who could not both read and write”; and the same is said to have been true throughout the kingdom. And yet, the only compulsion is a law that “out-door relief shall not be administered to any family where children are allowed to run wild in the streets, or grow up as vagrants, or are employed in any factory without previous elementary training.” It is unnecessary to state here how much more illustrious a place Holland fills in the world’s history than does Prussia.

“It is some times asked,” says Horace Mann, “why the Prussians, with such vast and powerful machinery for popular instruction, do not as a nation advance more rapidly in the path of civilization; why the useful and mechanical arts among them are still in a half-barbarous condition; why the people are so little enterprising; and, finally, why certain national vices have not yet been eradicated.” And his theory for this strange anomaly is that *the people are too much begoverned*. To use his own words, “In Prussia the government takes about the same care of the citizen as the citizen takes of his cattle.” Perhaps it would be well for us to find out just where the difficulty lies, before we copy her institutions to any great extent.

Among the objections to compulsory attendance there is one more to which I will allude. All schools find it necessary, in order to protect themselves from the demoralizing presence of incorrigibly bad children, some times to suspend or expel them. Indeed, if public opinion takes away the right of corporal punishment, as it seems likely to do, I do not know that there will be any other resource left.† How will the right of expulsion harmonize with the right, or, rather, the necessity, of attendance?

The Boston people have run upon this very difficulty, and this is the way they dispose of it. “And it is, moreover,” saith the Boston School Committee, “a question that may become of positive moment, whether the Committee have any right to establish such a rule of discharge, in a community where the right of the parent and of the child to this membership is fundamental and free.” It is a question, however, which they do not undertake to answer.

I believe it is a question which ought to be considered of serious moment, whether any public or individual good is subserved by forcing children to attend school against their will. When a child has lost his interest in school, and will not go except under compulsion, nor study when he gets there except under compulsion, it is a question of positive moment whether any one does well to compel him.

Mr. President, and Members of the Association: Without aiming at an exhaustive treatment of this subject, I have endeavored to indicate to you the process of reasoning and investigation which I have been through in settling the question for myself.

I find that the idea of compulsory education is rather a favorite one with most writers who have taken the trouble to give their views to the public. I have thus far attempted no direct refutation of the arguments used by these theorists, as my object has been truth, not controversy. I will, however, allude

\* W. E. Hickson's Report on German and Dutch Schools.

† In the Chicago schools, last year, 3293 pupils were suspended for absence or misconduct, of whom only 1442 were restored during the year.

to one or two statements which seem to those who make them to have great weight in settling this question. An essay read before the Association at a former meeting states, as an argument in favor of compulsory attendance, that "*twenty thousand Prussians were more than a match for forty thousand Austrians.*" Their superiority is attributed, I suppose, to Prussia's compulsory law. The truth is, Austria has long virtually had a compulsory law. In Austria a certificate of school attendance and educational proficiency has long been necessary "to be employed as a workman, to secure a trade, to engage in the service of the state in any capacity, or to get married";\* though, I believe, not until †August 18th, 1855, was a decree promulgated actually compelling parents to send their children to school. ‡ As long ago as 1838, in the provinces of Upper and Lower Austria, Bohemia, Moravia, and Silesia, the school attendance was a little more than one for six inhabitants; though in the dependent provinces it was much less — being in Galicia as low as 1 for 49.

The author of that paper also makes this astounding statement: "Let us," says he, "require all parents, by authority of law, to send their children to school. Then we shall not have to build a penitentiary in the southern part of the state at an expense of \$900,000. Yes, we shall close that at Joliet, and afford accommodations to the Industrial University."

Now if this were only true, it certainly would be an unanswerable argument in favor of forced education. The state has a right and ought to take the most effective measures for suppressing crime. No duty can be clearer. But it must first be shown that a compulsory law will greatly advance the cause of education; and then, that universal education will abolish crime. I have already attempted to show that the first result is not probable. Now as to the second,—admitting the first for sake of argument.

We have, as yet, no trustworthy evidence from statistics that education diminishes crime. In the Prussian budget for 1858 we find £2,808,892 charged to the the administration of justice; and for education and religion, £919,991. She spent more than twelve times as much on her prisons alone as she did, by state appropriation, on her elementary schools.‡

On the first day of the present month (Dec. 1868) there were in the Illinois State Penitentiary 1162 convicts. Of this number 864 could both read and write, and many were well educated. Now, although a larger percentage of ignorance is found there than in society at large, we have no means of knowing how much of the crime was, along with the ignorance, the coördinate result of other causes. Nor do we know to what extent the existing ratio between the educated and uneducated convicts may be owing to the superior sagacity of the educated in escaping deserved punishment. There are too many unknown quantities in this problem, as it at present stands, to admit of its reduction.

Herbert Spencer says: "So far from proving that morality is increased by education, the facts prove, if any thing, the reverse."|| This startling statement is based upon a large number of facts collected, with regard to the moral statistics of England and Wales and some portions of France, by Joseph Fletcher, barrister at law and school inspector.

\* Turnbull's Austria.

† American Encyclopedia, Art. Austria.

‡ Barnard's Journal, xvi, 10.

§ Encyclopedia Britannica, Art. Prussia.

|| Social Statics, p. 380.



I am by no means ready to accept these conclusions, and only allude to them for the purpose of showing that the exact relations of education to crime are not yet determined, and can not, therefore, be used with any propriety in the discussion of this question. One thing, however, is certain: all talk about closing out penitentiaries by means of compulsory education is the shallowest kind of clap-trap. The sooner we teachers cease talking in this extravagant way, the sooner we shall be recognized by men of brains as a profession.

I have now said all that I have to say belonging legitimately to the topic under consideration. I am not willing to dismiss it, however, without some qualifying statements and some suggestions.

I do not believe our schools are doing all they ought. Their efficiency is greatly curtailed by absenteeism, truancy, and irregularity. I do not believe, however, that we are to look to the state, to any great extent, for the correction of these evils. There are some things, however, which it can do. It can establish reformatory institutions, and it can make it the duty of the proper officers to arrest all boys who are unrestrained at home, and who are found loafing about the streets without lawful occupation, and who are known to exert a corrupting and misleading influence upon other boys. Much of the truancy which exists among school-children is traceable to the influence of these vagrants. There are some features of the Massachusetts law, relating to truants and vagrants, which I should be glad to see in force in Illinois.

In all large towns the school authorities ought to maintain an unclassified school, where those who, either by unavoidable or culpable irregularity, have lost rank in their class, and who, in consequence, feel ashamed to resume their membership, could be taught for a time on the old-fashioned individual plan. I believe, moreover, that a department of this kind would be of great service to our graded schools, in relieving them from the necessity of doing an infinite deal of patch-work.

There are many ways by which, without any special legislation, we might hope to make the benefits of our schools more wide-reaching and uniform in their operation.

The first and most obvious measure, of course, is to make them as pleasant and attractive as possible, and to place over them the very wisest, best and gentlest of creatures as teachers. We are already making commendable progress in this regard. Another measure, which, though it might be expected to provoke great opposition in certain quarters, would doubtless bring many to school who are kept at home on account of poverty, is the keeping at the district's expense a full supply of all the books used in school, to be loaned to the scholars during membership. Another measure might be a systematic, though voluntary, effort to entice into school all who remain away for insufficient reasons, something as children are often sought out and induced to attend Sunday-School. This work would receive some incentive if the public money were distributed in proportion to whole number of days taught, instead of in proportion to the whole number under 21 years of age. Another, the furnishing of suitable clothing by benevolent societies to those who are so ragged as to be ashamed and unfit to associate with well-dressed children.

In a word, we should first make our schools, next to a pleasant home, the very happiest and best places that children can find; and then imitate the example of our blessed Savior, who uses no compulsion, but addresses his invitation alike to all,—“And the spirit and the bride say, Come. And let him that heareth say, Come. And let him that is athirst come. And whosoever will, let him take the water of life freely.”

W O R D - P I C T U R E S .

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A GENERAL exercise that will, at any time and among any pupils, arouse much interest, is the sketching of *word-pictures*. Whenever it is tried, the dull eye brightens, the listless mind becomes attentive, and an *interest* is at once awakened. At first, the teacher should present the *pictures* until the students are familiar with the exercise, and then allow them to contribute their share. To prepare for it, histories will be attentively read, parents will be asked to suggest topics, and the striking occurrences of the past will be studied carefully, in order to be forcibly and correctly presented before the school. The benefits to be derived from this exercise are many. Among them are a love for reading, a knowledge of history and biography, a correct and ready expression of ideas, etc. The latter point is one of very great importance. In no way can *grammar* be more profitably taught than by bringing the attention of the pupil to the actual use of words and expressions; and by insisting on the presentation of a subject without stammering and hesitancy, fluency and ease of expression will be acquired. It may often be well for certain classes to write out an abstract of one or more of these word-pictures in place of the regular composition. To express better the nature of the proposed exercise, a sample one follows.

"I see a young person of humble birth on one of the islands of a sea that separates two of the grand divisions. There is nothing about him to attract special attention but this: *he is always engaged in study and reading*. His perseverance and the unusual amount of knowledge he has stored up attract the attention of the rich and powerful, and by them he is sent to one of the military schools of a neighboring country to be educated. After graduating, he distinguishes himself, at the age of twenty-four, in a siege, and, before thirty years old, becomes the conqueror of two countries. He is soon placed at the head of his own nation, where he usurps the authority and reestablishes a throne but a few years before destroyed. After becoming a terror to every ruler near him, he is finally compelled to relinquish his power, and retire to a neighboring island. After a short period he returns to his country, collects an army, and marches against his enemies. By them he is defeated and banished to a distant island, where, after six years' imprisonment, he dies. Who is the man, and what are the events mentioned?"

As soon as each one knows for a certainty who is meant, he raises his hand. When the picture is completed, some one is called upon to answer. This is done somewhat as follows:

"The person represented is Napoleon Bonaparte. The island on

which he is first pictured is Corsica, in the Mediterranean Sea. The military school he attended was that of Brienne in France. He distinguished himself in the siege of Toulon, and afterward conquered Italy and Egypt. Having been appointed First Consul of France, he overthrew the republic established by the French Revolution, and proclaimed himself Emperor. He was compelled to abdicate and retire to the island of Elba, was defeated after his return, at Waterloo, and died at St. Helena in 1821."

Teachers, this exercise will be better in the school-room than it appears on paper. Try it.

I. A. S.

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### NON-GRADED SCHOOLS.

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In every large town or village there is a class of pupils who, for a variety of reasons, are unable to enter the regular school grades. They are often advanced in years far beyond the pupils with whom their scholarship would class them, and they have a sense of shame which either keeps them away from school, or seriously annoys them if they have a spirit resolute enough to make them face the trying position. It is no uncommon thing, in our large graded schools, to see a manly young fellow doubled up in the narrow desks of the lower sections in a grammar school, looking almost like a Shanghae among a brood of bantams,—too big to be dealt with like a little boy, and so evidently out of his element that neither pupil nor teacher are well content. He may be in pressing need of a little schooling to help him along in some strait; some arithmetic, very likely, with a little book-keeping, and a drill in letter-writing and penmanship; but the graded schools are at work on vocalization, and map-drawing, and other things which he does not imperatively need. He can not, in short, put his whole time into just the work which he specially needs, and which is the only education within his reach. He can not afford to go to private schools; he has as good a right any one to appeal to the public for his education.

The experiment has been tried with success of opening a non-graded school, which pupils enter by permission of the superintendent, where they are taught more on the individual plan, and receive instruction according to their pressing needs, rather than according to any preconceived plan. It is not claimed that they get the best education in such a school, but the best which they can get with the limited time at their disposal and the great disadvantages under which they labor. They are associated with pupils like themselves in years and in deficiencies, and they are more likely to persevere when they are not daily 'taken down' by little boys who do not reach to their elbows.

The non-graded school also affords a convenient place for those who, for any reason, are deficient in some one of the studies required for admission to a certain grade. The course of study in different schools is so various that pupils, in changing their residence, are often thrown back a year because of some deficient study. A non-graded school, in which the wanting study could be pursued exclusively, would often prevent such long delays as necessarily occur when the full course is insisted on.

One difficulty suggests itself: Who can teach such a school? In many places, where it is imperatively needed, it is only needed during the winter months, when the farmers' boys have little to do, and the masons' and carpenters' apprentices can best be spared, and the girls who are doing housework can best put a few weeks into the work of self-improvement. But the teacher of such a school ought to be an active, well-educated man, with a genius for work, and the ability not only to teach well, but to select judiciously, and give his pupils the best 'eclectic' course which can be put into the limited time. And where shall we find the men? Such men are wanted the year round, and are worth money in the market; and who would think of paying them their market value to teach twenty or thirty backward overgrown boys and girls? In the East the colleges often send out men who approximate to the required standard, who teach three months in the winter to raise means for further education; but our colleges here are not yet up to the mark in preparation, and there is danger in certifying that a college graduate can read, spell, or teach arithmetic. And even if the colleges had the men, they are not enough. Still, we need the non-graded school. B.

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### HINTS TO TEACHERS AND SUPERINTENDENTS.

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THERE is in most schools, particularly in the country, a great degree of embarrassment experienced by both teachers and pupils whenever the superintendent calls. As a consequence, every thing seems to go wrong during his stay, and even he, to some extent, partakes of the prevailing feeling.

It is suggested that, as a remedy for this, the intercourse between the superintendent and teacher should be, not supercilious, but cordial, and frank. The teacher ought always to be ready to meet the visitor with such an outward demonstration of welcome as shall show to the pupils that he is pleased to meet the officer as a friend and just at that time.

Smiles beget smiles, a hearty welcome on the part of the teacher

causes the same on that of the pupils, and thereafter they will feel that a friend is among them: they will recite their lessons, answer questions and converse without restraint, feeling that true sympathy is felt for and with them in their studies, and at the close of the visit will listen to a few words of advice or commendation with pleasure and profit.

If the teacher wishes to insure success, he must enter heartily into the work of his pupils, and show no want of confidence when strangers are in the room. If the superintendent desires his visit to be remembered with pleasure, to leave behind him some positive good done, he, too, must possess the spirit of a true teacher, and show himself the friend of both teachers and pupils. Is the former to be instructed or censured, by all means let it be done out of the hearing of the school. He should strive to cause the school to wish for a repetition of the visit.

G.

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#### REVOLUTION OF BODIES ON SHORTER AXIS.

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"THE following simple experiment will serve to show the tendency of bodies to rotate about their shorter axis. Suspend a common curtain-ring by a cord and cause it to rotate by twisting the string between the finger and thumb. The ring will gradually assume a horizontal position."

The above is found in an educational journal. The experiment will work if the ring and cord are properly related. But that it 'serves to show the tendency' etc., as asserted above, is a matter of doubt. Passing the question whether bodies do tend to rotate about their shorter axis, if any one has any proof thereof, well and good; but if the experiment given is relied upon as such proof, the question would remain open. Independently of any proof or evidence pro or con, why could not one as reasonably assert that a pyramid tends to stand on its base because it stands firmly on its base when so placed, and tends to topple over when placed on its apex? The experiment is given frequently before teachers' classes and classes in Natural Philosophy, and I know not how much nonsense is attached to it.

Before being willing to admit the truth of '*text*', we would like to have other tests: for instance, a ring suspended, not by a cord, but by a metallic rod to which the rotary motion should be given, and in the end of which there should be a loop, the ring and loop being so nicely fitted, polished and lubricated that the friction would be minimum; or, suspend a disc by the edge by whatever way, so that the cord or rod, or whatever communicates the motion, shall revolve precisely and continuously in the line of the assumed axis; and if the experiments succeed, then will be time to consider more satisfactorily what is proved thereby.

RING.



CULTURE OF LANGUAGE.—IV.

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ONE of the most mischievous practices of the school-room is the crowding of young children forward to the reading of pieces too far advanced for them. It is quite common to find classes reading in the First Reader, many of whom are compelled to stop and spell the word, using both fingers and lips, before they are able to pronounce it; and most of whom read in that drawling, hesitating, lifeless manner which betrays complete lack of comprehension of the subject. Such an exercise is not only corrupting to the child's language, but degrading to his intellect. The reading-exercise should be a natural vocal expression of the ideas of the writer. And since comprehension must precede expression, it follows that the ideas must first be understood before they can be truthfully presented. When the exercise is an intelligent expression of the thoughts of the writer, then only does it give culture and mental development, then does it always cultivate the proper use of language; for the intelligent expression of thought will inevitably lead to correct use of words. Before a reading-exercise is commenced, then, or certainly before it is closed, the teacher should, by questioning, draw out the pupil's idea of the meaning of the passage to be read, with the double object of correcting his impressions concerning it, if erroneous, and of exercising him in the use of words in framing his answers.

While children are yet in the First Reader, they should be taught to write, using slate and pencil. The simple exercise of copying some part of their lesson will be an excellent one, teaching them to spell, and also the arrangement of words in sentences. Let the teacher write upon the board incomplete sentences for them to fill out, and let them be encouraged to frame sentences of their own concerning the subject of the lesson.

To increase the child's vocabulary should be one of the main objects of every exercise in the school-room. Though not considered as such by teachers generally, it is the great purpose of instruction till the child is ten or twelve years of age. Up to that time the perceptive faculties are especially active, the reasoning powers comparatively dormant. It is well to have regular exercises for the purpose of developing definite ideas and giving proper and accurate descriptions to them. Such is one of the principal missions of the system of object instruction.

In writing sentences, let the pupil be taught to commence them with capitals, to write his own name properly, and to close every sentence with a period. Let him be taught, also, the meaning and use of the various pauses found in the reader. Great care should be taken

with his pronunciation. It is as easy to pronounce correctly the words *get, cow, house, dog, been, etc.*, as to pronounce them improperly; and, if we mistake not, there are to-day many teachers who are suffering the penalties of early neglect in not being taught the proper pronunciation of some of these very words.

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## NOTES OF FOREIGN TRAVEL.

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CASA MANTICA, UDINE, JULY 31ST, 186-.

MY DEAR M——: I am glad you found my first letter interesting: I really had seen nothing at the time; and now, having seen so many things, I despair of the ability to give you even a meagre account of the most important and interesting objects which dazzle eyes accustomed to republican simplicity and the comparatively savage condition of our young country. Yes, I thought we were even luxurious in Illinois; but I now discover that the idea only resulted from a contrast with less advanced regions.

My sojourn of ten weeks was scarcely sufficient to give time to see all the lions of Berlin; but I visited the most celebrated palaces, churches, gardens, and environs, picture-galleries, museum, etc. It would be useless to attempt a detailed description of what you may read careful accounts of in any book of travels. Only, to give a faint idea of the magnitude and splendor of the most ancient and least dazzling palace in Berlin, I will state that it contains six hundred rooms: some as large as an ordinary house, each of those used by royalty having the walls and furniture covered with a different color and pattern of heavy damask, velvet, or satin. In one room the cost was fifty dollars the ell, which is about twenty-nine inches. In another, the walls, etc., were of red silk-velvet, hung one hundred years ago and looking fresh and bright. Tables and mirror-frames are of solid silver, gold and silver table-services—plates, cups, every thing to be used at a feast,—and precious stones of marvelous size. Oh! the sight of such luxury heaped up in rooms never used sickened my heart, as I thought of the illy-recompensed labor of thousands taxed to maintain it; and, for another time, I found reason to thank God that I was born and had citizenship where kings and palaces, courts and courtiers, are idle tales.

We spent—that is, E. and I spent—two days in Potsdam, mostly in Sans Souci. You certainly have read descriptions of those palaces better than any I could give. We visited Charlottenhof, consecrated by the presence of Alexander von Humboldt, who resided there with

Frederic William IV and Queen Elizabeth, thirteen successive summers. In his suite of rooms we saw all as he left it, even his toilet paraphernalia, etc. We went to the castle and park sixteen miles from Berlin, his family residence. The avenue of lime-trees is the finest I have ever seen. It forms a perfect vaulted Gothic arch, the whole length of the estate. The great oak under which he used to sit is very ancient and beautiful, covered to the extremest boughs with ivy.

After the return from Paris of the Emperor of Russia, and subsequent to the attempted assassination, we attended grand parade, saw him, the King of Prussia, the crown prince, all the other royal princes, Bismark, and the great generals, being only about three paces distant from the spot where they descended from their carriages and mounted horses. But few days after the Emperor left Berlin we were in his apartments, in the new and magnificent palace called Raphael's Hall. It was gorgeous beyond description. We met the crown prince, wife and two children, in the garden; also, saw Prince Humbert of Italy. The heir to the throne is very handsome, and universally beloved, as also is his wife, who, though plain, is good and sensible. A fortnight after M. came: the latter, the girls, and I, leaving father to stay a while with Aunt Dora, went to Dresden, saw the most noteworthy objects, and then separated,—they to go over Frankfort to uncle's, and I over Vienna to Italy.

While in Berlin I received two letters from my Italian friend, urging me to come during the pleasant season which they spend at their country-seat. From Dresden my route led along the vale of the Elbe, whose teeming luxuriance of fields, orchards and vineyards heightened, by contrast, the rugged boldness of the rocky cliffs inclosing it. The less perpendicular slopes were clothed with forests of pine and fir, or adorned with verdant meadows and hop-gardens. The barest and seemingly inaccessible heights were crowned with some ancient ruin or sentinel tower. The scenery of the Elbe between Dresden and Prague is, in my opinion, quite as beautiful as that of the Rhine. I reached the latter city at five p.m., ten hours after leaving Dresden. I could hardly believe it a reality, even while wandering through its ancient labyrinthine streets, viewing the churches of olden time. I went to the celebrated bridge, and stood on the spot from which St. John of Nepomuk was thrown into the Elbe. Its ancient road is sustained by thirteen arches of massive granite, whose strength seems to bid defiance to the shock of another decade of centuries. I passed on. The fair hills encircled the royal city like guardian sentinels. Before me rose the high citadel, whose position might repel the assaults of besieging multitudes. The palace crowned its summit, reached by a broad flight of stone stairs, affording room for twenty abreast, and consisting, I believe, of eleven hundred steps. At last I reached the top, and entered the court through an arched doorway: it is a wide stone-paved

street, as wide as Broadway, the palace forming an uninterrupted wall on both sides and at the ends. Half way down each side are immense arched passages, leading through the palaces into two other courts equally large, and inclosed by the same palace-walls. The impression of its immensity is indescribable. I think that the population of Quincy might be lodged in it. It was too late to try to gain entrance, but I wandered through the palace-gardens, out along the fortifications—the greatest I ever saw, except perhaps Ehrenbreitstein. The descent to the river led through a fine grove, at whose edge barges landed every few minutes, to carry passengers to the opposite shore. Seating myself in one, I was soon gliding over the blue waters of the Elbe, while the soft haze of twilight shed a romantic and subdued light over mountains, villas, castles, bridges, and the spired city. That evening boat-ride is even now a luxury to be recalled. Returning to my hotel, I retired early, and resumed my journey at half-past seven in the morning. The country all along the railroad formed a charming variation of hills, valleys, and waving grain-fields, intersected by broad and smooth macadamized roads, all bordered by fruit or forest trees, often by tall poplars, which greatly lighten the beauty of the effect. It was nine o'clock when I reached my hotel in Vienna,—too late to see any thing but the magnificence of the Station House, the grandest in architecture of any I have seen.

The next morning, a few hours being spent in visiting the most noteworthy places, I again took a seat in the cars for the southwest. Had I not been alone, I should have enjoyed spending a few days there. At it was, I felt more anxious to reach the end of my journey than to see sights. The road to Trieste lies over and around stupendous mountains. Some times we looked into a valley and over villages one thousand feet below us, and on the other side of the track the mountains towered as much higher above our heads. The road passes through no less than thirteen tunnels, most of such length that I counted seventy slowly while going through. One required the labor of eighteen months to pierce it: I counted two hundred and thirty while passing. We passed over numerous bridges, spanning chasms, some with two tiers of high arches. At eight p.m. I reached Marburg, where I had decided to pass the night.

The next day's journey offered a repetition of the scenery of the last. A detention of two hours, while awaiting the Trieste train at Nebresau, delaying my arrival in Udine to nearly one a.m., I saw the Adriatic by starlight. Arriving, I saw not one I knew, and therefore went to a hotel. The next morning, taking a guide, I went to the Countess's town-house, and learned from the porter that she had been in town two days, expecting me by every train, and, being dissatisfied, had concluded that I had not left Berlin at the time I specified in my letter, and would write again; which, indeed, I had done from Vienna.

but the letter arrived with me, in stead of the previous day, as I had designed. She had, however, left a carriage with orders to bring me out in case I should come. The road led through avenues of chestnut and mulberry trees, which bordered fields of grain or meadows.

My fancy had failed to picture a situation and environs so lovely as that of Fontanabuona. The mansion is built on a high hill, overlooking the fields, vineyards, forests, meadows and cottages belonging to the estate, as well as affording an extensive view of the expanse of country eight or ten miles in each direction, including castles and country residences, with their dependent hamlets. The Friedau Alps stretch from the extreme right around to the south, in a chain whose furrowed flanks, and frosty summits encircled by fleecy clouds, form the striking background to the view.

Perhaps a description of my present home will interest you, as it differs in many respects from what we are used to in America. First, I must explain the respective relations of nobility and peasantry in this country, which still retains a vestige of the Feudal Ages. The lands are almost exclusively owned by the nobility, as also the villages, etc. The peasants in each village are always descendants of the vassals of the family to whose estate they belong. They cultivate the lands under the supervision of a head farmer, and receive a certain share of the produce. They pay annual rent for their cottages to the lord of the estate, whose affairs are managed by a steward, who has almost entire control of the estate and peasantry—at least in this family. The principal crops are wine, silk, grain, and hay—the first two forming the principal sources of revenue. Besides the steward, his book-keeper and assistant and head farmer, there is another official, the forester, who has charge of the wooded lands and game. Macadamized roads bordered with trees, intersecting all parts of the estate, converge to one point, an open space before a high iron gate, in a wall about fifteen feet high, surrounding the pasture-grounds and granaries, stabling, etc. This gate is highly picturesque, the arch being overrun with creeping vines, and the two massive stone pillars almost covered with the same, and on their tops are immense stone vases. This gate stands open by day. You enter, and find yourself in a large stoned-paved court-yard: to the right a graveled arena leads around and up a hill, and is bordered with lemon and mulberry trees. To the left stretches a long two-story stone building, about two hundred feet one way and one hundred the other—the granaries, stabling, etc., below—the silk-worm nursery above. In front rises a rather steep hillside, laid out in winding graveled walks, irregular terraces, with shrubs, magnolias, lemon-trees, stone statues, stone tables and seats in shady corners, a rustic summer-house perched on a jutting rock, etc., all forming a striking picture. Following some winding walk, you reach a high wall, remains of the old castle-wall, covered with ivy



and other trailing plants, and stand before another iron gate about twelve feet high. You ring a bell, are admitted, and enter a stone-paved yard. Before you is the long mansion, with about forty windows in front; to the right, a beautiful flower-garden with gravel-walks; and farther on a group of tall dark firs, marking the spot where the old sentinel or watch-tower used to stand, but which was torn down fifty years ago, when the Countess —— came a bride to the place. Facing this garden, on a line with the mansion and joined to it by a covered passage, is the family chapel. The front is frescoed. Here, in the body of the chapel, all the peasants of the estate attend mass, which is recited twice a week by the family chaplain, who, when there are sons in the family, also prepares them for college. The family do n't worship in the chapel, but go from their house into a little room which has a door and a window opening into the chapel, so that they can see the altar and the priest. Here are cushioned chairs and stools. The first place you enter in the house is a large hall, with marbled walls, frescoed ceiling, pictures, immense sofas and fauteuil, and marble statues representing the four seasons. This hall is about twenty feet wide by forty long. Each entrance to it from the outside has three doors: first a wooden one, then a heavy iron grated one, and then an iron-covered door. Each one is locked by night, and the grated one by day. On one side a door leads to a suite of large saloons, with music-room and library opposite; on the other side are the reception-room, dining-room, and so on through kitchens, etc. Behind them is a large hall, running the whole length of the house, with a broad staircase, servants' staircase, etc. Above the great hall is one, its counterpart, used as a billiard-room. There are about thirty rooms in the house, every one furnished with different-colored furniture, coverings, and so on. This mansion is only inhabited in the summer-time, and is very pleasant. I enjoyed myself very much while there. We took beautiful walks, every day, through some avenue leading to romantic spots, new to me: some times to rustic arbors, or little hills planted thick with cypress and other evergreens; some times to dells where brooks formed lakelets surrounded by high trees.

But now we are in town, for a great fair and horse-races are being held here, and therefore also an opera is given; so many people being here from all parts. The young ladies must go to cultivate their musical taste. The countess thinks that no instruction or practice is so beneficial as hearing good music: so here we are. Perhaps you would have been amused had you seen our train leaving Fontanabuona for Udine, seven miles distant. First, a cart heaped with trunks, driver, and peasant to guard them, walking; next, the steward in his own carriage, with the waiting maid; then the young ladies and I in another, with the footman; last, a very large one, with the old and the young countesses and the companion of the first, a Sardinian lady,

inside, coachman and cook outside. I have forgotten so much of my French that it requires quite an effort to converse in that language, which we do at the table, as the countess and her companion do not understand either German or English. Alone with my friend and the girls, we always speak English. I find, also, that I have forgotten the little Italian I once knew; but I am obliged to speak it or nothing to the servants. Some times it is really laughable when I go to speak to them or the seamstress, who also knows nothing else: I begin in each of the other languages before I remember to speak Italian to them.

The house in town is very magnificent, but I will not weary you with long descriptions. There is the indispensable feature of an Italian house, the large hall, about twenty feet wide by fifty long and twenty high, colored glass bow-windows, a stone balcony, mosaic pavement, walls covered with old family pictures—the freshest dated 1672,—tables and furniture of ebony cushioned with red morocco, busts, alabaster vases, and long mirrors in the doors of the reception-rooms. The doors between the rooms are so wide and the walls so thick that eight persons can stand in the recess. There is a door on each side: that is, in passing from one room to another, you pass through two doors—one of wood, the other glazed and curtained. The rooms are all frescoed and stuccoed beautifully.

Of course, I have a very easy life, nothing to do but please myself. The only physical exercise indoors is to dress and undress. You can readily imagine that I am letting Nature make amends to herself for all the racket and wear of past years. It is nearly ten years since I had such a time of repose. You may wonder how fretful, impatient *I* can be at all satisfied to cease from 'tormenting myself', as 'our folks' will have it. Simply because I find diversion of mind in reading and study; though I do little even of that, for so much time is consumed in formalities. I rise at six o'clock, take a cup of coffee and a roll when I choose: each one does the same at any hour of the morning. The footman is always in attendance to wait on us. At eleven we breakfast all together, at six we dine, always served by the footman. At half-past seven, coffee. At nine they go to the opera, and return at twelve.

The countess is so strong a republican that she despises the very privileges which are most highly prized by her class. The aristocracy here are very exclusive. I have met no other class since I came. I asked Alba, once, if they had no acquaintance outside. She said there was one gentleman not of the nobility whom they have acquaintance with. I think it is here as in France and Germany, that the nobility, though holding themselves aloof from the commonalty of their country, are very cordial to foreigners of any rank or none. I am treated very cordially by some, and politely by all whom

I have met. The gentlemen are more cordial than the ladies. Two or three different times gentlemen went to the countess's box at the opera to get an introduction, expecting to meet me there, and not finding me, called at other times at the house. They think it too bad not to go to the opera.

You want to know what is thought of America and its people here. I ca'n't answer for Italy, because I have had too little conversation to have ascertained. In Germany I always found myself honored and treated with marked deference on account of my nationality. I think we are sufficiently appreciated, at least in Berlin. Our form of government is respected by all, and Italy, as well as Germany, sympathized deeply with us in our late struggle. People are astonished that the Government has set Jeff. Davis at liberty.

We are much disappointed in our calculations on living in Europe: we think it will cost us as much as at home, prices have risen so much since I was here. I intended to write you a good deal about customs, etc., here, but have nearly filled my allotted space with my own immediate affairs or those of my surroundings. Next time I hope to introduce you to some of our society, and make you a little acquainted with the city of Udine. I think some of going to Rome and Naples before returning to Germany, but do n't know yet. The truth is, I have n't the least desire to travel more than necessary, and I am about tired of sight-seeing. I enjoy more the luxury of quietness in the family-circle.

## PRACTICAL DEPARTMENT.

**MULTIPLYING BY A FRACTION.**—The idea that we some times divide to perform a multiplication is a paradox, and needs especial attention in the case of nearly every pupil. The Multiplication-Table teaches no such doctrine. Require the pupil, before giving attention to fractions, to repeat a thing or collection of things, 5, 4, 3, 2, or 1 times, and he will do it readily. Tell him to repeat it a less number of times than that, and he is apt to say there is no less number than one. He reasons "One from one leaves nothing." True: so does 50 from 50 leave nothing, yet there are numbers less than 50. The difficulty is to swing past that 'dead point' in juvenile mathematics, the unit. He must be shown that there are as many numbers less than a unit as there are greater: that any thing or number may be repeated  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$  times, as well as 2, 3, or 4 times; but that when the multiplier happens to be less than a unit, a division of the multiplicand must always occur.

Taking  $\frac{3}{4}$  of 40 bushels of wheat is certainly not finding how many

times  $\frac{5}{8}$  of a bushel is contained in 40 bushels, but is repeating 40 bushels  $\frac{5}{8}$  times. To do this, we must either divide the 40 bushels into 8 equal parts and take 5 of those parts, or repeat the 40 bushels 5 times and divide that result into 8 equal parts. Division must occur, as one step in the performance of the multiplication, just as much as multiplication, subtraction and addition occur as steps in the performance of a division in simple numbers; yet one of the steps must not be mistaken for the ultimate result. There is a choice as to which of these methods should first be taught to the pupil. One method is absolutely true, the other constructively true. The method most direct and simple should first be used. Tell him to take one part, then five parts, of the wheat actually on hand, and he can take his measuring-vessel and actually do it. Tell him to repeat the amount of wheat five times before taking a part, and the thought will occur that it is impossible without buying more wheat. Place one apple and a knife before him and desire  $\frac{3}{4}$  to be taken: a division will first occur, then a repetition of the parts. Require the other process, and two more apples must be placed beside the one already there, and each be needlessly mutilated to furnish the requisite parts. The quite common method of reasoning, "We first multiply by 5: 5 times 40 bushels is 200 bushels; but we did not wish to multiply by 5, but by  $\frac{5}{8}$ , a number 8 times as small," etc., etc., seems to the beginner to be launching out in a wrong direction, he knowing full well the necessity of repenting of the act. When the multiplication first and division afterward becomes desirable in order to save multiplying a mixed number, the reasoning, being more abstract and complicated, should take a secondary position, allowing what *might be*, if something else were true, to come afterward.

If it be required to obtain  $\frac{1}{3}$  of  $\frac{1}{4}$ , for instance, the pupil should by no means fail to know fully what to call the part so obtained. It will not be denominated one-twelfth because he has seen denominators on the slate or visions of denominators in the mind, and because  $3 \times 4$  make 12, any more than because  $20 - 8$  makes 12. Numbers and parts of numbers existed and might have been named before figures were invented, as much as rivers ran before maps were made. The reasoning should be no less than this: in the unit there are  $\frac{1}{4}$ ; to obtain  $\frac{1}{3}$  of  $\frac{1}{4}$ , that fourth must be divided into 3 equal parts. If  $\frac{1}{4}$  contains 3 of those parts,  $\frac{1}{4}$ , or the unit, would contain 4 times 3 of those parts, or 12 of those parts. If the unit contains 12 of the parts, then each part will be called  $\frac{1}{12}$ ; therefore  $\frac{1}{3}$  of  $\frac{1}{4}$  is  $\frac{1}{12}$ .

In all cases, if the pupil is to *know* the little essential principles, he must be made to *say* them in concise, accurate language. Simply telling him gives the teacher no evidence of adequate impressions on his mind. After being able to give oral solutions correctly, he should be immediately required to turn to the blackboard and write out the

process in a series of concise statements by means of figures and signs, that the connection between his mental work and the written expression of that mental process may be complete. There is no hazard in saying that when this plan is faithfully carried out there will be little, if any, misconception of terms and principles. This careful attention to details encourages that habit of studying, and successfully practicing, the thousand little contractions practiced by business men and skillful mathematicians. For instance:  $\frac{6}{7} \times \frac{2}{3}$ . The slave of rules and customs says,  $\frac{6}{7} \times \frac{2}{3} = \frac{12}{21}$ , and removing factors, either before or after multiplying, we obtain the result in lowest terms. We save one reduction by taking  $\frac{1}{3}$  of the number of parts and repeating that result twice, gaining the final result directly. Also in this:  $\frac{7}{8} \times \frac{2}{3}$ .  $\frac{7}{8} \times 2 = \frac{7}{4}$ ;  $\frac{7}{8} \times \frac{2}{3} = \frac{7}{4} \times \frac{1}{3} = \frac{7}{12}$ . Or in this:  $\frac{8}{15} \times \frac{3}{4}$ . A glance shows that we can divide each term of the multiplicand by the opposite term of the multiplier. Reason tells us we may do so with propriety, and the work is done.

These and corresponding contractions in all departments of the practice of the Science of Numbers, and which, it is believed, can only be practiced by the investigating, philosophical student, are of incalculable value to the business man, and afford an indispensable preparation for the study of the higher mathematics. C.

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## EDITORIAL DEPARTMENT.

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### EDITOR'S CHAIR.

LEGISLATIVE ACTS.—It is known to our readers that the last General Assembly passed two acts of great interest to us as teachers: the one establishing a Southern-Illinois Normal School; and the one enabling counties to establish County Normal Schools.

The various amendments to the school-law are of interest and value, especially those authorizing teachers to report their schedules monthly and to draw pay thereon; and permitting teachers to attend institutes, if they desire, without loss of pay. Teachers may in these congratulate themselves that they have taken a long step forward. It has frequently been the case that a teacher has suffered great inconvenience from not being able to draw pay until the close of school; while then defects in schedule, or failure to return it in season, may cause much longer delay. By the system of monthly reports any deficiencies may quickly be remedied, and the previous vexatious delays may be avoided.

By the amendment in regard to Institutes County Superintendents have put into their hands a pretty effectual check to a practice which, we are sorry to say, we have known to prevail occasionally: that is, for teachers whose schools



were dismissed that they might attend the institute to take the time, or part of it at least, for something else. The law now reads that they will receive pay for the number of days during which they are in *actual attendance* upon the institute, as certified by the County Superintendent.

But we regard the acts respecting Normal Schools, and especially respecting establishing County Normal Schools, as of paramount importance. No one or two Normal Schools, however ably managed, or however fully attended, can supply the needs of this great state. Indeed, the tendency is continually that they become, like any other good school, places where young people resort to procure an education, without any thought of teaching,—at least, any more than while obtaining that education. But the County Normal Schools, if established, as we trust they will be, in at least every two counties of the state, and if made simple and practical, above all not aiming at too extended or too literary a course, will in a great degree obviate all these objections, and meet the immediate wants of the schools and teachers. Besides, they will furnish to the two State Schools a class of students better prepared in elementary drill, and these schools will not need, as now, to spend so much time and labor on mere elementary and academical work, but will be able to devote more to the real and professed object of the Normal School—Theories and Principles and Methods of Teaching.

We trust that the gentlemen having the establishing of the Southern Normal School in charge will select the best location, and, above all, be careful to secure men of broad and liberal culture and extended views for its instructors, that we may have two Normal Schools of which the state may be justly proud.

THE NATIONAL TEACHERS' ASSOCIATION.—We are gratified at being able to announce thus early that the place of the next meeting of this body has been selected. The school authorities and citizens of Trenton, New Jersey, have extended a cordial invitation, which has been accepted by the Executive Committee. The American Normal Association and the Association of State and County Superintendents will meet at the same time and place. These meetings will be held August 17th–20th.

It seems hardly necessary to urge upon the teachers of Illinois the duty of being largely represented at these anniversaries. Politically, commercially, and socially, this state ranks among the most powerful in the Union, and these educational bodies have given to her a like position in their sphere of labor. It devolves upon her teachers to see to it that her position in this respect is not lowered or her influence diminished. A desire for improvement should prompt as many to attend as is possible. We have never yet heard any one attending these associations who has not felt richly repaid for his time and trouble. One can not listen to the exchange of ideas by the most prominent educators of the country without having his professional interest awakened anew, and without being inspired with resolutions to higher effort than ever before. One can not clasp hands or exchange experiences with a brother from a distant state without realizing more vividly the extent of the field of labor, or feeling a broader sympathy for those at work in it. Nothing more effectually tears away the cloak of conceit or overcomes the spirit of narrow-mindedness, which are by some charged upon our profession, than this realization of the magnitude of our work or of the multitude of the workers.

But these associations are not organized for the mere purpose of mutual improvement to their members. There is a higher object. Our nation, more

than any other, is based upon the popular will; and as that will is intelligent, so will the government be secure and prosperous. Where education is the foundation, the welfare of the state requires that it be laid broad and deep. Any one who is a student of our institutions readily perceives that there are many educational systems in different sections, from almost none at all up to the nearly complete ones in the older states. Much may be done to improve and develop these systems; and certainly those connected with the work are more fitted for that labor than any other. There are various other educational questions of national import which demand earnest discussion by the teachers of the country. If we expect to see the cause in which we labor keep pace in the course of progress with other interests, it can be only by the combined action of all interested. Other occupations, professions, or branches of industry, grow strong by organization and united action. The legislation of the country is largely influenced by agencies like these. Why shall not the teachers of the land be as earnest as men of any other employment? In your plans for vacation be sure to include the trip to Trenton, to the National Associations.

EDUCATIONAL JOURNALS.—We clip the following from the Burlington (Iowa) Hawkeye, one of our valued exchanges:

"Every teacher or person preparing to teach (and it would n't hurt school officers or parents) should read one or more good educational journals. We number among our exchanges some of the best in the Union. The Massachusetts Teacher and the New-York Teacher will give you the educational interests of the Eastern States. The Ohio Educational Monthly, the Illinois Teacher and the Michigan Teacher are certainly the best journals of their class that we have ever seen. We should, of course, take our own state journal, but we can not spend an extra dollar and a half (and we do all spend an 'extra' dollar in the course of the year) to better advantage than by subscribing to one or more of these papers. We glean much that is of interest from them, but it is impossible to give to our readers a tithe of the valuable and interesting matter contained in them; and that which is of most real value and interest to teachers and school officers we can seldom do more than allude to. Take for example the longer articles of the Illinois Teacher for March, which happens to be before us as we write: 'A plea for the personal culture of teachers'; 'School-Houses'; 'The plan of creation as seen in the Animal Kingdom'; 'Sketch of a first lesson in Form'. Any one of these is worth the price of subscription. Then the 'Editor's Chair' and 'Educational Items' are by no means the least valuable portion of the Teacher: indeed, it is from these departments that circumstances compel us to make nearly all our selections; and what is true of the Illinois Teacher will apply equally to the other journals we have named. We should be sorry to miss the monthly visit of any of them, and we do not understand how it is possible for any teacher to get along without at least one really good educational journal."

Bating the pleasant words of commendation of our own journal, we indorse the above most thoroughly. We can hardly conceive of a live teacher who does not subscribe for one or more of the educational journals. We are very sure that every teacher is the gainer by subscribing to two or three of the best. Certainly he should give his support to his own state educational paper, and take others if possible.

#### PERSONAL ITEMS.

S. A. BRIGGS, Esq., with whom our readers were once so familiar as an active teacher and as editor of this journal, has been elected President of the Chicago Board of Education for the unexpired term of L. Brentano, resigned.

MR. J. N. PATRICK, well known to many of our readers as one of our most successful teachers, finds, after thirteen years' trial, that he can secure better

compensation in other business than teaching. Mr. Patrick becomes agent for the introduction of A. S. Barnes & Co.'s valuable school-books, with his headquarters at Centralia. We are sorry to lose him from the teachers' ranks.

MR. G. B. DODGE, recently First Assistant, succeeds Mr. Patrick as Superintendent of the Centralia Schools.

DR. PAUL A. CHADBOURNE, it is reported, has tendered his resignation as President of Wisconsin University.

HON. CHARLES R. COBURN, formerly State Superintendent, and at the time of his decease Deputy Superintendent, of Common Schools of Pennsylvania, died in Nichols, Tioga Co., N. Y., March 8th.

## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

BLOOMINGTON.—From a letter received from Superintendent Etter we take the following: "Our schools here are doing well. The primary schools opened so full that we were obliged to divide them and let one part attend in the forenoon and the other in the afternoon. It works well: the people are pleased with it, and the teachers report that they are able to do more and better work than before. The whole number of pupils attending school last term was 1,694, and a large number applied who could not be admitted. The per cent. of attendance was 97½. The whole amount of money spent in this city for school purposes during the year ending April 4th was \$83,642.96. We are building two new school-buildings, both to be finished in August, and intend to begin another next fall. The people are beginning to take more interest in the public schools than ever before. During the examinations at the close of last term the schools were visited by many of the patrons, and, so far as we have heard, all were well pleased."

CHICAGO.—At the last meeting of the Board of Education, the Superintendent, Hon. J. L. Pickard, submitted a revision of the Course of Study. As the course in many of the schools of the state is modeled after that of Chicago, we give the report of the Superintendent nearly entire, that the proposed changes may be generally known.

The use of the Course for the past three years has shown some defects, of which the following are the most prominent: 1. Too much has been required of pupils in nearly all the grades. 2. What we have been pleased to call the Oral Course has been too full and too much separated from other work. 3. The successive steps in some of the branches of study have not been as evenly graded as is desirable. 4. The Course of Study has hardly left enough to the teacher, whereby individuality and tact can be developed. 5. Pupils have not had all the facilities that may consistently be given them in the grammar schools, for obtaining a knowledge of some of the more important English branches now pursued only in the High School.

The course of study submitted meets the objections to the course now in use, and presents these peculiar features:

1. It makes the instruction less theoretical and more practical: for example, a pupil

leaving school at the end of the lowest grade will at least be able to write his own name; at the end of the primary grades he will have a practical knowledge of the fundamental rules of arithmetic, will be able to read tolerably well and to write a legible hand, and in fact he will have attained something useful in after life wherever he may be compelled to leave the school.

2. It requires a little less of the text-book and more of the teacher.

3. It calls for results and leaves methods to the judgment of the individual teacher.

I have endeavored to grade the studies to the average capacity of pupils, and to combine things with their uses so as to interest pupils more and thereby secure better progress. In illustration, I would call attention to the fact that spelling is to be associated with words used in reading and in all departments of study; abbreviations are associated with spelling of the words abbreviated; intellectual and written arithmetic are carried

along together; language is graded from the lowest grade into and through the grammar grades.

That the comparison between the course herewith presented and the revised course adopted in 1893 may be the more easily and properly made, permit me to suggest the following points:

1. The order is somewhat varied in the grouping. Reading, spelling, grammar and music, are combined under the head of "Language and Vocal Culture"; arithmetic, written and mental, under "Numbers"; writing and drawing are combined; geography and history are classed together; and the "Miscellaneous list" includes the oral course with physical exercise, morals and manners.

2. The Readers now in use are numbered differently from those used under the previous course:

Analytical First Reader corresponds to National Primer.

Analytical Second Reader corresponds to National First Reader.

Analytical Third Reader corresponds to National Second Reader.

Analytical Fourth Reader corresponds to National Third Reader.

Analytical Fifth Reader corresponds to Hillard's Fifth Reader.

Analytical Sixth Reader corresponds to Hillard's Sixth Reader.

3. The Spellers can not be compared, as the one now in use differs entirely in design and plan from the previous one, and the Speller now used is graded to fit the topics of the "Miscellaneous Course."

4. The Arithmetics are the same as before, except Walton's primary and intellectual, which take the places of Emerson's First Part and Colburn's Intellectual.

5. The Grammar for the higher grades remains the same, except in the amount required.

6. Should the Board change text-books in any branch, the course may need revision so as to fit the books, though I have endeavored to fix the course, as far as possible, by topics, so as to make it fit any text-books.

The course as presented will require the pupil to be furnished with the following text books only, (all other topics will be taught orally, or from cards, charts or maps furnished the school):

*Tenth Grade*—None.

*Ninth Grade*—First Reader.

*Eighth Grade*—Second Reader.

*Seventh Grade*—Third Reader, Speller and Primary Arithmetic.

*Sixth Grade*—Third Reader, Speller, Primary Arithmetic, Singing Book, Writing Book.

*Fifth Grade*—Fourth Reader, Speller, Intellectual Arithmetic, Primary Geography, Singing Book and Writing Book.

*Fourth Grade*—Fourth Reader, Speller, Intellectual Arithmetic, Written Arithmetic, Rudiments, Primary Geography, Elementary Grammar, Singing Book and Writing Book.

*Third Grade*—Fifth Reader, Speller, Intellectual Arithmetic, Written Arithmetic, Geography, Grammar, Singing Book and Writing Book.

*Second Grade*—Fifth Reader, Speller, Intellectual Arithmetic, Written Arithmetic, Grammar, Geography, History of the United States, Singing Book and Writing Book.

*First Grade*—Fifth Reader, Speller, Intellectual Arithmetic, Written Arithmetic, Grammar, Geography, History of the United States, Singing Book and Writing Book.

*High School Class*—Sixth Reader, Higher Arithmetic, Elementary Algebra, Grammar, Physical Geography, Physiology, Singing Book.

## REVISED COURSE OF STUDY.

### TENTH GRADE.

*Language and Vocal Culture.*—Reading from cards and from blackboard, one hundred words, both printed and script. Special attention to tones in reading, spelling and reciting. *Music*—Reading and rote songs. *Spelling*—Words learned orally.

*Numbers*—Counting, reading and writing numbers to 100.

*Writing and Drawing.*—Each child write his own name and the words learned from cards and blackboards. Drawing simple forms directed by the teacher.

*Miscellaneous.*—Morals and Manners, as occasions may suggest or necessity require. *Physical Exercises*, frequent, varied and brief. Human Body and its parts. Five Senses, their organs and use. Common Objects with more observable properties.

No text-books required. Just before promotion to the Ninth Grade, pupils may have the First Reader put into their hands until they become familiar with the methods of holding, finding and keeping the place while reading. The place to be found by pages and not by lessons.

### NINTH GRADE.

*Language and Vocal Culture.*—Reading from the First Reader, also 50 new words found in the Second Reader, both printed and script. Meaning and use of period, interrogation mark and hyphen. Distinction between an assertion and a question, with proper inflections at the close of each. *Spelling* by sound monosyllabic words without silent letters; spelling words read (orally). *Music*—reading and rote singing.

*Numbers.*—Reading and writing numbers to 1,000. Addition and subtraction tables to 5's. Adding columns of single figures, sum not exceeding 15, or any two numbers of not more than three figures, such that the sum of no two figures of the same order shall exceed 9. Rapid combinations in adding and subtracting, in no case exceeding 15. Roman numerals to L.

*Writing and Drawing.*—Writing words from reading lessons, small letters. Drawing simple forms, directed by the teacher.

*Miscellaneous.*—Morals and manners as in the Tenth Grade. Physical exercises as in the Tenth Grade. Domestic animals. Primary colors. Three kingdoms of nature.

No text-book required except the First Reader.

### EIGHTH GRADE.

*Language and Vocal Culture.*—Second Reader. Comma, semicolon and colon, without rules. Exclamation point and its use. Use of capital letters at the commencement of sentences, and of names of persons and the words I and O. *Spelling* by sound any monosyllabic words. Spelling words read (orally). *Music*—reading and rote singing.

*Numbers.*—Reading and writing numbers to 10,000. Addition and subtraction tables completed. Adding numbers, sum not to exceed 10,000. Subtracting numbers of four figures or less, of such character that each figure of the minuend shall equal or exceed the corresponding figure of the subtrahend. Multiplication and division tables to 5's. Roman numerals to C. Rapid combinations in addition, subtraction, multiplication and division, not exceeding 50.

*Writing and Drawing.*—Writing, small letters and capitals, words from Reading Lessons. Drawing.

*Miscellaneous.*—Morals and manners as in previous grades. Physical exercises as in previous grades. Divisions of Time and their names, with proper abbreviations. Secondary colors. Wild animals.



## SEVENTH GRADE.

*Language and Vocal Culture.*—First half of Third Reader. Quotation marks and their use. Use of capitals in all proper names the pupils have occasion to write. Construction of simple sentences requiring the use of the period and interrogation point. *Spelling*—By sound, words in reading lessons, except the most difficult. *Music*—Reading and rote singing. Spelling, with use of the Speller. Abbreviation of words usually spelled, abbreviated.

*Numbers.*—Reading and writing numbers to 100,000. Multiplication and division tables completed. Addition and subtraction of numbers, sum or minuend not to exceed five figures. Multiplication of any number not exceeding four figures by any single figure. Division of any number, each figure of which is an exact multiple of the divisor. Roman numerals to M. Rapid combinations in addition, subtraction, multiplication and division, not exceeding 100. Primary arithmetic.

*Writing and Drawing.*—Writing words in reading and other lessons. Drawing from cards.

*Miscellaneous.*—Morals and manners as in previous grades. Physical exercises as in previous grades. Lines and angles. Trades, tools and materials. Wild animals.

## SIXTH GRADE.

*Language and Vocal Culture.*—Third Reader completed. *Spelling*—By sounds, any words read. Spelling, oral and written, from speller, with abbreviations of such words in spelling lessons as are usually abbreviated. Definitions. Construction of sentences comprising words from spelling lessons, with special attention to the use of capitals and punctuation, as far as taught. *Music*—Reading.

*Numbers.*—Reading and writing numbers of two periods. Add, subtract, multiply and divide so that the sum, minuend, product or dividend shall not exceed two periods, multiplier two figures, divisor one figure. Rapid combinations. Primary arithmetic.

*Writing and Drawing.*—Use of copy-book, pen and ink in writing. Drawing from cards.

*Miscellaneous.*—Morals and manners as in previous grades. Physical exercises as in previous grades. Articles eaten and worn. Plane figures, with review of lines and angles. Circle and its parts. Map of Chicago, with physical features of the American Continent, and use of terms defining divisions of land and of water, with simple illustrations. Definitions of words in lessons.

## FIFTH GRADE.

*Language and Vocal Culture.*—Fourth Reader, first half and half of Introduction. Phonic Analysis, as given in the Reader, except written analysis. Construction of sentences as in the Sixth Grade, and written reviews, special attention being given to punctuation, capitals and the proper use of pronouns. Definitions. *Spelling*—Oral and written, from speller, with such abbreviations as are made of words spelled. *Music*—Reading.

*Numbers.*—Reading and writing numbers to three periods. Addition, subtraction, multiplication and division; numbers in no case exceeding three periods; multiplier three figures; divisor one figure. Rapid combinations. Intellectual arithmetic.

*Geography.*—Primary geography, through the United States. Map drawing from copy.

*Writing and Drawing.*—Writing with ink in copy-book. Drawing from cards.

*Miscellaneous.*—Morals and manners as in previous grades. Physical exercises as in

previous grades. Classification of animals, trees, fruits and flowers. Weights and measures. Definitions of words in lessons.

## FOURTH GRADE.

*Language and Vocal Culture.*—Fourth Reader completed. Phonic analysis from the Reader. Elementary Grammar, such as is generally found in Introduction to grammar. *Spelling*—Oral and written, with abbreviations of words usually abbreviated. *Music.*—Declamations and recitations.

*Numbers.*—Rudiments of arithmetic to division of fractions; intellectual arithmetic; rapid combinations.

*Geography.*—Primary geography completed; map drawing from memory.

*Writing and Drawing.*—Writing in copy books and writing spellers. Drawing from cards.

*Miscellaneous.*—Morals and manners as in previous grades. Physical exercises as in previous grades. Kinds and properties of matter. Metals and metallic ores. Rectangular and spherical solids. Definitions of words in lessons.

## THIRD GRADE.

*Language and Vocal Culture.*—Fifth Reader, first half, and half of Introduction. Phonic analysis. Orthography and etymology in grammar. *Spelling*—Oral and written, from speller, with abbreviations of words abbreviated. Declamations and recitations. *Music*—reading.

*Numbers.*—Rudiments of arithmetic completed; intellectual arithmetic; rapid combinations.

*Geography.*—Geography, through United States.

*Writing and Drawing.*—Writing in copy-books and writing-speller. Drawing from cards.

*Miscellaneous.*—Morals and manners as in previous grades. Physical exercises as in previous grades. Air and water. Laws of motion. Definitions of words in lessons.

## SECOND GRADE.

*Language and Vocal Culture.*—Fifth Reader completed. Phonic analysis. Declamations and recitations. *Spelling*—Oral and written, from speller, with abbreviations of words that are abbreviated. *Music.*—Grammar and syntax. Written abstracts.

*Numbers.*—Arithmetic, through simple interest. Intellectual arithmetic. Forms of bills and receipts. Rapid combinations.

*Geography and History.*—Geography to Asia. Map-drawing. History to J. Q. Adams's administration, beginning at the Revolution, with lessons on the Government of the United States.

*Writing and Drawing.*—Writing in copy-book, and writing-speller. Drawing from cards.

*Miscellaneous.*—Morals and manners as in previous grades. Physical exercises as in previous grades. Respiration, circulation and digestion. National and State Governments. City Government and officers. Definitions of words used in lessons.

## FIRST GRADE.

*Language and Vocal Culture.*—Selections from Fifth Reader and other text-books. Phonic analysis. Declamations and recitations. *Spelling*—Oral and written, from the speller. *Grammar*—Analysis and parsing selections from Reader, with review. Epistolary composition. *Music.*

*Numbers.*—Arithmetic completed. Intellectual arithmetic. Rapid combinations. Forms of drafts, bills, promissory notes, checks, etc.

*Geography and History.*—Geography completed. Map-drawing. History completed and reviewed, except early settlements and colonial wars.



*Writing and Drawing.*—Writing in copy-books, and in writing-speller. Drawing from cards.

*Miscellaneous.*—Morals and manners as in previous grades. Physical exercises as in previous grades. Meteorology. Popular astronomy. Definitions of words used in lessons.

## HIGH-SCHOOL CLASS.

*Language and Vocal Culture.*—Sixth Reader. Phonic analysis. Declamations and recitation. *Spelling*—Oral and written, from all the text-books. Rhetorical and grammatical analysis. Composition writing. Music.

*Numbers.*—Arithmetic, philosophy of; Algebra to Quadratics; Intellectual arithmetic. *Geography and History.*—Physical Geography; Outlines of General History, with early settlements of the United States and colonial wars.

*Writing and Drawing.*—Writing in copy-book and in writing-speller. Drawing from cards.

*Physiology.*—Elementary.

*Miscellaneous.*—Morals and manners as in previous grades. Physical exercises as in previous grades. Elements of Philosophy (sound, light, heat, electricity and magnetism). Geology, elements of. Definitions of words used in lessons.

JACKSONVILLE.—The recent conflagration at Jacksonville, by which the Asylum for the Blind was totally destroyed, proved not only the destruction of one of the noblest charities of the state, but also of a valuable and entirely successful educational institution. The sympathies of the people will be extended to the institution and those connected with it in their misfortune. We understand that measures will be taken at once to rebuild the asylum, and that the people of Jacksonville are generously offering to erect the structure without expense to the state.

KEWANEE.—We have received a number of 'The Public School Messenger', published at Kewanee, in this state, by our friend Russell. It is a sprightly little sheet, devoted chiefly to local educational news. It is just the thing to excite home interest in schools.

PARIS.—The spring term of the schools closed with examinations and exhibition of the High School. The committees in charge speak with commendation of the results.

PERU.—The monthly report of the schools for February presents a gratifying exhibit. The total number of pupils enrolled was 744; per cent. of attendance, 97.2; cases of tardiness, 17; minutes lost by tardiness, 85; neither absent nor tardy, 471. We notice that many of the teachers had not a single case of tardiness during the month. The corps of teachers consists of fourteen ladies, and we judge that our friend Powell, their Superintendent, has reason to feel proud of them. In every respect their schools seem to be improving.

SPRINGFIELD.—The regular monthly meeting of the Springfield Teachers' Institute was held in the High-School building, March 13th, at 9 A.M. After the usual opening exercises, the Superintendent, Mr. Brooks, proceeded to detail the principal disagreeable and commendable features of the past month's work. Mr. Sampson, Principal of the First-Ward School, then introduced a class, and conducted an exercise in Reading, going through a careful and thorough drill in Emphasis, Articulation, and Enunciation. He offered the following suggestions: 1st, A scholar should thoroughly understand what he is reading; 2d, Should observe a clear, full articulation, and proper, natural emphasis; 3d, He should guard carefully against reading too fast, or too much. The subject of teaching reading was discussed by Messrs. Willcutt, Bennett, Smith, and Dr. Willard. Dr. Willard opposed all rules for reading, and went on to say that no one could be taught to read by artificial rules. His proposition was this: "Punctuation is not to indicate delivery, but to show the structure of the sentence, and thus facilitate understanding what is written." An exercise in Writing concluded the work of the day. This was conducted by Mr. Bennett, Principal of the Fourth-Ward School, and was unusually interesting. The meeting was a pleasant one.

**COOK COUNTY.**—The Board of Supervisors have permanently located the County Normal School at Englewood. That place gave either one of two offers, as follows: Five acres of land, the present school-site, valued at \$5,000, the school-building, valued at \$18,000, and \$25,000 cash; or, twenty acres of land, valued at 20,000, and \$15,000 cash. A plan has been adopted for a building for the school, to be completed by September next. The structure is to be three stories high and basement, and to be 88 feet in front and 141 feet 8 inches in depth. It will contain all necessary school-rooms, recitation-rooms, wardrobes, etc., and a hall 60 by 89 feet in size. When finished, it will be one of the most complete structures of the kind in the country. Its estimated cost is about \$46,000.

**EFFINGHAM COUNTY Teachers' Institute** met at Edgewood, April 7th, 1869, and remained in session three days. The various exercises were conducted by the following teachers: *Arithmetic*, Owen Scott; *Orthography*, H. Force; *Grammar*, H. S. English; *Geography*, W. I. N. Fisher; *History*, E. O. Noble; *Reading*, Owen Scott. Interesting and instructive lectures were delivered by Messrs. Morgan, Matthews, Gilmore, Fisher, and Patrick.

**FULTON COUNTY.**—The meeting of the Fulton County Teachers' Institute, appointed to be held in Canton during the second week in April, has been postponed until the first day of September, 1869. E. H. PHELPS, Pres.

**HANCOCK COUNTY.**—All over our state, one proof of the increasing interest felt by teachers in their calling is the number of township institutes that have been established, and sustained, during the winter. We have been favored by Sup't Batchelder with the report of the institute of Hamilton, for the session of Feb. 20. About 30 members were present during the day, while the number was largely increased in the evening. The exercises were in Reading, The History of Illinois, Penmanship, English Composition, Geography, Mental Arithmetic, Declamation, and Essays, with discussions, and a lecture by A. R. Jordan. Mary L. Jordan, Sec'y; J. S. Johnson, President. Meetings are held every three weeks. The institute is reported as very interesting, and we doubt not it is valuable.

[We regret that the above, owing to the pressure upon our space, did not appear at the time it was received.]

**LEE COUNTY.**—Superintendent Preston reports the schools of this county well attended, and in the main well taught, during the past winter. A wide-awake spirit prevails among the teachers.

**MARION COUNTY Teachers' Institute** met at Odin, March 30th, and continued three days. There were about eighty teachers in attendance, besides quite a number of spectators. All seemed much interested in the proceedings. The exercises, though of a somewhat miscellaneous character, were practical, and developed an enthusiasm on the part of the teachers of this section which will favorably affect the work in many of the schools of this county. Hon. J. G. Morgan, of Cairo, delivered to the teachers and the citizens of Odin one of his best lectures, and discussions were had upon some of the living educational questions of the day. Our next meeting will be held at the call of the Executive Committee. B. H. GAMMON, Sec.

**MARSHALL COUNTY.**—A three-days institute, in charge of Superintendent J. N. Fuller, was held at Lacon, commencing March 30th. Considering the bad state of the roads, it was a splendid success, over 100 teachers being present.

Earnest work was done for the service of the teachers of common schools. Exercises were conducted by the Superintendent, Messrs. Thompson, Powell, Gove, and Miller. Lectures were delivered by O. S. Cook, of Chicago; Rev. J. C. Goff, of Henry; and Prof. Sewall, of Normal. Mr. Fuller is awakening the right spirit among the teachers of his county.

RANDOLPH COUNTY.—The Teachers' Institute of this county was held Thursday and Friday, April 1st and 2d. Exercises were conducted in *Arithmetic*, by Rev. Renfro; in *Reading*, by J. S. Stevenson; in *Geography*, by Miss Mary Wright; in *Grammar, History, and Primary Arithmetic*, by W. H. V. Raymond; in *Mental Arithmetic*, by J. D. Watson and James Malone, County Superintendent. On the second day an exercise in *Spelling* was conducted by J. S. Stevenson. Twenty words, assigned the previous day, were written. Seventeen out of twenty-four spelled the words correctly. One gentleman spelled *Erysipelas Arcipelus*; Jalap was spelled Galup, with other ludicrous mistakes. Mr. J. S. Stevenson gave an exercise in *Writing*, and Miss Goddard one in *Light Gymnastics*. Among the resolutions was one indorsing the Illinois Teacher, and recommending every teacher to subscribe for it [which resolution *we indorse*.—Ed.]; and also one recommending Guyot's Geographies, Hillard's Readers, and Walton's Arithmetics, as already in use and satisfactory. The meeting was a very pleasant and profitable one. Various topics were discussed which need not be reported. Mr. Malone, the County Superintendent, received deserved commendations for his exertions in the cause of education. SIGMA.

STEPHENSON COUNTY.—The Teachers' Institute of this county met, pursuant to a call of the County Superintendent, at Eldorado School-house, April 6th, and organized by the election of H. W. Bolender, President; A. A. Krape, Sec'y; W. H. Cameron, Assistant Secretary; and S. R. Worrick, Treasurer. The session lasted four days. Exercises were conducted—in *Geography*, by S. R. Worrick; in *Grammar*, by J. H. Worrick; in *Orthography*, by A. A. Crary; in *Mental Arithmetic*, by W. H. Cameron; in *Written Arithmetic*, by A. A. Krape; in *Reading*, by A. A. Crary; in *Penmanship*, by Mr. Newby. Interesting lectures were delivered—by J. W. Bird, on *The Intellectual Faculties of Man, and his desire for Knowledge*; by Dr. S. O. Kaempfer, on *The Science and Art of Teaching*; by Dr. F. W. Byers, on *Hygiene*; and by Prof. Newby, on *Penmanship*. The Institute was favored with excellent music, by S. R. Worrick, Miss L. A. Miles, Miss L. S. Deppen, and the Eldorado School Choir. Essays were read by L. Evans, W. H. Cameron, C. W. Pollock, H. W. Bolender, W. W. Krape; and declamations were delivered by W. W. Preston and W. H. Deppen. The following subjects were discussed, many of them very earnestly: (1) *Best methods of teaching Geography*; (2) *Grammar, and modes of teaching it*; (3) *School Government, and opening schools with Devotional Exercises*; (4) *Duties of a Teacher the first day of school*; (5) *Best Programme for Recitations*; (6) *Introduction of Gymnastics into Common Schools*; (7) *Study of Algebra in Common Schools*; (8) *Spelling-Schools*; (9) *Wages of Female teachers in comparison with those of Males*; (10) *School-Prizes as Incentives to Study*. Among the resolutions adopted are one in favor of institutes, and requesting the Board of Supervisors to make an appropriation in aid; one in favor of uniformity of text-books in districts; one requesting school officers to make no distinction between the wages of male and female teachers for equal service; with several others for which we have no room. There were 40 male and 10 female teachers in attendance [a list of 22 ladies and 57 gentlemen attending was furnished us.—

ED.]; and the institute was decidedly a success, in spite of the almost impassable condition of the roads. There was much interest manifested, not only by the teachers, but by the citizens of the surrounding country.

A. A. KRAPE, Sec'y.

WARREN COUNTY Teachers' Association met at Young America, March 31st, and continued in session three days. Class exercises were conducted by J. N. Carson, T. S. McClanahan, W. A. Nichols, T. C. Swafford, Miss Wiley, Miss White, and J. I. Wilson. Considerable interest was manifested by the teachers in attendance, all taking hold of the work, and making the meeting practically one of the most beneficial ever held in the county. Warren county is coming nobly to the work, and we think will stand among the best counties in the state for a good corps of teachers and good schools. W.

WOODFORD COUNTY.—We have received the annual report of Dr. Jos. M. Clark, Superintendent of Schools, for the year 1867-'68. The document is very full, containing many valuable statistics, from which we take the following: Number of school districts, 105; number having school six months or more, 101; number having no school, 3; number of teachers, 196; number of pupils, 5,877; highest monthly wages paid to male teacher, \$100; lowest, \$30; highest monthly wages paid to female teacher, \$50; lowest, \$20; average number of pupils per school, 58; average daily attendance per school, 26; per cent. of pupils regularly attending school, 44.8; average time of attendance per pupil, 3 mos. 9 days; average cost of each school, \$396.60; average cost per pupil, \$6.98. Twenty-three per cent. of those between 6 and 21 years of age have not attended school at all. The evils to which the report calls especial attention of the Board of Supervisors are lack of classification and overcrowded school-rooms. The average size of classes is about  $2\frac{1}{2}$  pupils. We copy the following well-timed words from the report:

"It is plain, gentlemen, that with less than one-half of the scholars regular attendants, and a class for every  $2\frac{1}{2}$  scholars, your schools can not have materially improved during the year. When such has been the case, it is an exception to the general rule. Compared with the amount of money expended in their support, the results obtained are sufficiently meagre. Our school system, as at present managed, is by no means entitled to the merit of economy.

"To remedy this state of things, we need first, and most of all, well-trained teachers. Especially are our schools in want of instructors thoroughly prepared to teach the primary branches. The average teaching life of a teacher in this county is less than three years. At least half of it is gone before he properly understands how to get a school in good working order as soon as it has fairly commenced. To those who employ them teachers destitute both of experience and training are often found to be unprofitable.

"Second, a reduction of at least one-half in the number of classes. This implies such a change in our system as to allow the primary branches to be pursued almost exclusively during the summer term, and the advanced in the winter. Elementary instruction once thoroughly given, there will be no need of devoting as much attention to it during the winter as in the summer. In this I speak of the county schools, and not those of the towns and villages. In no other way, it seems to me, can we obtain sufficient time for the teachers to impart instruction—the chief object of every accomplished teacher. Little is effected in this way by hurriedly passing over a lesson to see if a scholar has properly committed it to memory.

"I have plainly set before you facts, rather than fancy pictures of the beauties of our free-school system. There must be a change before we can succeed in imparting to every child a fair education in the common branches. As it is, probably not one-half of them obtain it. And I earnestly desire, gentlemen, that not only your own attention, but that of every friend of education in the county, will be strongly directed toward a thorough investigation of this matter."

## FROM ABROAD.

**CALIFORNIA.**—It is known that Gen. McClellan was offered the Presidency of the University of California, with a salary of \$6,000 in gold, but that he declined the position. No President has yet been elected. Profs. John and Joseph Le Conte, of the University of South Carolina, and Profs. R. A. Fisher and Martin Kellogg, of California, have been elected to professorships, at salaries of \$3,600 each in gold. The Regents have appropriated \$20,000 for the purchase of chemical and philosophical apparatus. They have determined to erect a University building, at a cost of \$200,000. Of the 150,000 acres of land granted by Congress, they have sold 22,000 acres, at \$5.00 gold per acre, and expect to realize the same for their remaining lands.

**CONNECTICUT.**—This state has a school population of 123,650, 1,645 public schools, and 2,177 teachers. \$962,000 were expended for schools last year.

**IOWA.**—Number of children of school age in the state, 393,469.

**KANSAS.**—*Normal School.*—From the catalogue of this school for 1868 we gather the following items: Number of graduates, 4; in Senior Class, 12; Middle Class, 16; Junior Class, 85; Preparatory Class, 20; Model Class, 17. Number in Faculty, 5, besides instructor in music. Opposite the name of each pupil is his average in attendance, scholarship, and deportment. From the character of the averages in scholarship, ranging from 50 upward, but never reaching 100, we infer that the instruction is thorough.....The *State Agricultural College* shows an aggregate attendance for 1868 of 97 male and 71 female pupils. The departments of Agriculture and of Military Science were organized during the year.....Judge Watson, in the District Court for Lyon county, the Dec. term, delivered a decision to the effect that school boards and teachers can not suspend a pupil from school for absence without bringing a written excuse.

**MAINE.**—From the Journal of Education we take the following statistics, drawn from Sup't Johnson's Report:

	1868.
Whole number of scholars between 4 and 21 .....	225,200
Number registered in Summer Schools.....	111,552
Average attendance.....	85,407
Number registered in Winter Schools.....	124,655
Average attendance.....	97,790
Number in Winter Schools not attending Summer Schools.....	19,714
Average length of Summer Schools in weeks and days, 5½ days per week .....	9w. 2d
Average length of Winter Schools in weeks and days, 5½ days per week .....	9w. 1d
Average length of schools for the year .....	18w. 3d
Number of School-Houses .....	3,719
Number of School-Houses in good condition .....	1,977
Average wages of Male Teachers per month, excluding board.....	\$29.50
Average wages of Female Teachers per month, excluding board.....	11.76
Average cost of Teachers' board per week.....	2.17
Amount of school money voted.....	598,094.00
Amount raised per scholar .....	2.65
Amount paid for tuition in private schools, academies, or colleges in the state.....	54,545.00
Amount expended to prolong schools.....	14,640.00
Percentage of average attendance to whole number .....	.42
Percentage of average attendance to scholars registered .....	.77
Aggregate amount expended for schools.....	1,072,498
Amount of School Fund.....	261,112

The average yearly wages of those employed in both winter and summer schools is \$54.52.....By the last legislature an act was passed providing for a Teachers' Institute annually in each county, to continue at least ten days, and to be under the charge of the State Superintendent, or some person designated by him. To defray the expenses of these institutes \$4,000 annually is appropriated. An act was also passed providing for the appointment by the Governor, upon the recommendation of the State Superintendent, of a School



Supervisor in each county, to hold his office for three years, at a salary of \$3.00 per day and traveling expenses.

#### MASSACHUSETTS.—

Number of public schools.....	4,937
Number of persons between the ages of 5 and 15 years .....	266,745
Number of pupils in public schools—	
In Summer.....	242,760
In Winter.....	243,425
Average attendance—	
In Summer.....	195,216
In Winter.....	199,228
Percentage of attendance .....	74

There were 3450 children under 5 years of age, and 23,347 over 15, attending public schools. There were 5,897 teachers employed in Summer, of whom 5,445 were females. In Winter 5,973 teachers were employed, of whom 5,068 were females. The number of different teachers employed for the year was 7,852, of whom 6,863 were females. The average wages of male teachers was \$72.93, of female teachers, \$27.84. Average length of schools, 8 months and 3 days. Amount expended for public schools, exclusive of repairing and erecting school-houses, and of school-books, \$2,850,704.52. Number of private schools and academies, 550. The total amount expended on public schools, including the interest on the value of school-houses and the expense of school-books, \$4,997,498.75, or \$18.73 for every person in the state between the ages of 5 and 15.....The Board of Education have voted to establish in the State Normal Schools a two-years course of study, supplementary to the present course, and designed especially to qualify ladies to teach in the public high schools..... By the courtesy of Prof. W. P. Atkinson, we have received the annual catalogue of the Institute of Technology. From it we learn that the number of students is 172; that of the officers of instruction is 21.

MICHIGAN.—The legislature has appropriated \$15,000 annually to the State University. This is a step which will be cause of sincere gratification to all the friends of this institution throughout the West, and we are sure it has many. Such substantial aid was needed and deserved long ago. To her University more than to any other single cause is Michigan indebted for her high educational position among the states. The intelligence of her people, is it not owing to the excellence of her schools? And are not the graduates of the University, scattered here and there among them, returning to the people, many fold, the benefits she has conferred upon them in their education? It is true that the stronger the light which shines from the central luminary, the clearer will be the illumination of the whole system. The working of this institution is closely watched by all friends of popular education in its higher as well as its lower phases, for it has been referred to by them, with pride, as a successful practical demonstration of the correctness of their views. They have witnessed with anxiety the fact that her energies were growing weaker, and that her efficiency was becoming impaired for lack of means. This action of the legislature will be held in grateful remembrance by all. May the Old University receive many such substantial encouragements.....The Agricultural College receives \$20,000 for two years, and \$30,000 for building purposes.....*Detroit.*—The school report of this city gives the number of persons between the ages of 4 and 18 years at 22,810; number of pupils enrolled, 9,664; average number of pupils belonging, 6,480; average daily attendance, 6,237; per cent. of attendance to average number belonging, 96 $\frac{1}{2}$ ; per cent. on number enrolled, 64 $\frac{1}{2}$ +; per cent. of attendance to whole number between ages of 4 and 18, 27.3+; percentage to whole number enrolled, 42.3+. The teachers employed are ten men and one hundred and six women, at an annual cost of \$53,210—the highest salary being \$1,500, the lowest \$300.

NEVADA.—Total expenses of the schools for 1868, \$72,430.11, of which were paid for salaries of teachers \$48,324.55. The total number of persons between 6 and 18 years of age is 3,293; number under 6 years of age, 2,503; number between 18 and 21, 121. Number attending public schools, 1,661; number attending private schools, 496; number between 6 and 18 not attending school, 642. Number of schools in the state, 39; number of school-houses, 26; num-

ber of male teachers, 12; number of female teachers, 32. Average monthly wages of male teachers, \$157.41; average monthly wages of female teachers, \$107.28. Average number of months schools were taught, 7.36.

NEW JERSEY.—Rutgers College, at New Brunswick, has 95 pupils in the Classical and 47 in the Scientific department, with a faculty of ten professors, three tutors, two librarians, and one lecturer on the History of the English Bible.

PENNSYLVANIA.—The Department of Common Schools employs a Superintendent, Deputy Superintendent, three clerks, and a messenger. The salary of the Superintendent is \$2,500; that of the Deputy, \$1,800; of each clerk, \$1,400; and of the messenger, \$900; making the amount appropriated to the office for salaries \$9,400. The amount appropriated for other expenses is \$4,975. We wish that our legislature would take a lesson from that of Pennsylvania. Here the Superintendent has one clerk, and is allowed \$500 for traveling expenses. ....Our acknowledgements are due to Hon. J. P. Wickersham, Superintendent of Common Schools, for a copy of his last annual report.....The following rule in relation to study out of school-hours has been adopted in Philadelphia: "The morning session of the primary, secondary and grammar schools shall be devoted to recitations by the pupils, and explanations and instructions by the teachers. The afternoon session shall be given entirely to the preparation of lessons by the pupils, under the care and supervision of the principal and assistant teachers. Home study may be optional with the pupils, but shall not, in any case, be required by the teachers. When text-books are taken home by pupils, it shall be those only, each day, in which recitations have been prepared in the afternoon for the ensuing day; and no addition shall be made to the lesson assigned on account of the books' being taken home. The true principle in education is—'not how much, but how well.' Short lessons are therefore enjoined in all cases, and teachers prohibited from using the text-book in recitation, except in orthography, etymology, and reading." .....In this state no one can legally fill the office of County Superintendent who does not possess one of the following documents: a diploma from a college legally empowered to grant literary degrees; a diploma, or State Certificate, issued by the authorities of a State Normal School; a professional or permanent certificate of competency from the State Superintendent, or a commission as a county, city or borough superintendent. It is also provided in the law that a person can not hold the office of superintendent of schools unless "he has had successful experience in teaching within three years of the time of his election." It will thus be seen that in Pennsylvania a Superintendent must be a professional teacher.

RHODE ISLAND.—Our thanks are due to Hon. J. B. Chapin, Commissioner of Public Schools, for a copy of his last report. He apologizes for the delay of its issue, by stating that the first copy was destroyed by fire, and he was obliged to rewrite the entire report. The report takes up seriatim the branches of study pursued in the schools of the state, deals briefly with the subject of school government, advocates the establishment of a normal school, and gives the usual statistics. The remainder of the report is occupied with extracts from school reports. We select the following statistics: Rhode Island contains 34 towns, with a population of 57,306 under fifteen years of age. There are 536 schools in the state, employing 683 teachers, of whom 179 are males and 504 females. There are 27,831 scholars in the summer schools, and 28,009 in the winter. The average attendance, both summer and winter, is a little over 22,000. The total expenses of the schools for last year were \$300,117.91.

VIRGINIA.—The Minutes and Reports of the Educational Association of this state, at its meeting in July last, are before us. The pamphlet contains 69 pages. Besides the Secretary's minutes, there are in it a list of members, President's Address, and reports of various standing committees. It is a noticeable fact that of the 130 members there is hardly a single one who is not connected with some academy, high school, or college. The next meeting of the Association is to be held in Lexington, on the second Tuesday in July. Some of the subjects to be there reported upon are among the most important connected with the educational work, especially in that state.

## NOTICES OF BOOKS AND PERIODICALS.

(52) WE have looked through these books with much interest. They are excellently adapted for school libraries, and for general reading. The main facts of the sciences are presented in vivid language, and are enriched and made attractive by abundant illustrations, anecdotal and pictorial. Indeed, it may well be doubted whether the youth reading these at home, with feelings aroused and attention riveted, as they will be sure to be, will not attain a clearer view of these sciences, one more practical and valuable, than by the study and recitation of our ordinary school Natural Philosophies — at least, as these are too often taught. To illustrate: The *Wonders of Optics* treats of — 1. The phenomena of vision, including the eye; the structure of the eye; the errors of the eye; optical illusions; the appreciation of color; illusions caused by light itself; the influence of the imagination. 2. The laws of light, in nine chapters. 3. Natural Magic, in ten chapters. This will illustrate the method pursued in the whole series. Teachers will find these very valuable for consultation, and as storehouses of interesting anecdotes, than which nothing tends more to vivify the dry bones of ordinary routine teaching.

(53) MR. ANDERSON, a teacher of long experience, has given us the result of that experience in a well-compacted, clear and teachable school history of the United States. It is valuable, for it does not attempt too much, and what it does attempt is well done. Its points of excellence are — first, that it is short, having only about 180 pages of text; second, that it is not confused, the important points being presented clearly, and minor details and accessories omitted; third, that it contains maps, and combines geography with history; fourth, that at the close of each section there is a chronological recapitulation, and a series of review questions, additional to the usual recitation questions; fifth, that it contains, in addition, the Constitution of the United States, with questions and explanations, the Declaration of Independence, and Washington's Farewell Address, — three documents that should be thoroughly studied by every pupil. The language is not stilted, nor is the style so dry as in some school-histories in common use. We commend it to all common- and grammar-school teachers wishing to teach the subject.

(54) THIS furnishes a suitable and needed accompaniment to the Manual Latin Grammar of the authors. The Manual has received the indorsement of both Harvard and Yale, as sufficient to prepare a person for entering those colleges. It is a very successful attempt to furnish a grammar for beginners, and for ordinary students, free from the technicalities and cumbrous theorizings of the grammars in popular use. The authors have evidently had the same aim in the preparation of this little volume. It contains exercises in translating short sentences from Latin into English and from English into Latin, using mainly the word and constructions of Cæsar; with the first twenty-nine chapters of the Helvetian War, accompanied by notes, grammatical and explanatory, and a vocabulary. If a pupil is taken carefully through this book according to the plan of the authors, he will be fully prepared, we judge, for reading with advantage the remainder of Cæsar. The notes are such as to afford the young pupil the needed help, especially by reference to the grammar; and the book affords evidence of careful scholarship on the part of its authors.

(55) THIS edition of Cæsar's Commentaries is prepared with reference to the author's Latin Grammar, noticed in our March number, and is uniform in style with that. The book is of convenient size, printed with good, clear type, and the notes and references to the author's grammar are copious. The vocabulary is very carefully prepared, and is better than is usually found in books of this class. While it will of course be used mostly by those who use the author's grammar, it is worthy the attention of those using other grammars.

(56) THIS is the third book of 'Chase and Stuart's Classical Series'. Fourteen

(52) ILLUSTRATED LIBRARY OF WONDERS. — 1. *Thunder and Lightning*, with 39 illustrations; 2. *Wonders of Optics*, with 73 illustrations; 3. *Wonders of Heat*, with 90 illustrations. 12mo \$1.50 per vol. Chas. Scribner & Co., New York; Hadley, Hill & Co., 41 Madison St., Chicago, sole Northwestern agents, of whom the book may be procured.

(53) GRAMMAR-SCHOOL HISTORY OF THE UNITED STATES. By J. J. Anderson, A.M. Clark & Maynard, New York; Fred. B. Ginn, care D. W. Proctor, Chicago.

(54) LATIN LESSONS, adapted to the Manual Latin Grammar. By William J. Allen and Joseph H. Allen. Edwin Ginn, Boston.

(55) BINGHAM'S CÆSAR. E. H. Butler & Co., Philadelphia.

(56) SELECT ORATIONS OF MARCUS TULLIUS CICERO, with explanatory notes. By George Stuart, A.M., Professor of the Latin Language in the Central High School of Philadelphia. Eldredge & Brother, Philadelphia. \$1.25.

orations are given. In addition to the orations found in other recent American school editions, we notice the fourth and ninth Philippics and the first oration against Verres. Besides critical and judicious notes, we observe a Plan of the Roman Forum during the Republic, and a table giving the names of Roman Consuls during Cicero's life, and the time when each held the consular office. References are made to Latin Grammars in general use. Enthusiastic admirers of the most distinguished Roman orator will find this volume to be a convenient pocket edition. X.

(57) In the scope of a pamphlet of 50 pages not very much can be done toward giving a history of our country, from the time of Columbus to the present. Nor is very much attempted. Yet we may say that much is accomplished. A judicious statement of the prominent events of American History, within so small a compass, is just what many teachers often desire for their own use, and for putting into their pupils' hands as a compend of some larger work. Such a work as this will be found a convenience on every teacher's table.

(58) This book is well worthy the attention of teachers in high schools wishing a text-book in Natural Philosophy. It is clear in its statements, embraces the results of the latest researches in physics, and presents problems for solution sufficient to fix the principles enunciated in the memory. We understand that, tried by the only true test, that of the school-room, it has given unusual satisfaction.

(59) Music as a branch of instruction in the common school is gradually taking the place which of right belongs to it. As a disciplinary study it ranks high, its place as an educator can be occupied by no other study, and for developing the finer feelings of human nature, especially with children, there is nothing its equal. The attempt of the author of this little book to present the first steps in this science in such manner as to be attractive to the children and within the ability of any teacher to teach it are worthy all praise. His work is admirably done. It contains an excellent collection of childish songs, with music to correspond. W.

(60) THE pamphlet containing the Proceedings and Reports of the Twenty-fourth Annual Meeting of the New-York State Teachers' Association is before us. It contains the President's Address, and papers on *The Condition of Education, Compulsory Attendance, Educational Work and Wants, Vocal Music, Culture for Women, Defects of a Finished Education, Text-Books, Class Recitation, History—How to Teach it, Nobler Esthetics, and Educational Drifting*. These papers are of great value. The Association has inaugurated a practice which must have not only a powerful reflex influence for good upon itself, but an elevating tendency upon the educational work in the whole state. W.

(61) THE JOURNAL OF EDUCATION, edited and published by J. B. Merwin, St. Louis, Missouri, has now reached its 8th number, and is a well-edited and valuable school journal. It meets the needs of the teachers of that state, and we trust will find ample pecuniary support. Every teacher in the state should at once subscribe for it, and thus strengthen the hands of the publisher. It is published monthly, at the usual rate of \$1.50 per annum. We welcome it to our list of exchanges.

(62) In these days, that class of society is limited indeed whose interests are not advocated by some literary publication. Antedating the numerous host of magazines, as it rises above them in the importance of its mission, is the *Mothers' Journal*, edited by Mrs. Mary G. Clarke, and published by Clarke and Company, Chicago, at \$2.00 per annum. In point of merit this journal is worthy the candid perusal of those for whom it is intended. Every mother will find in it something of value, some suggestion which may be of practical service some where in her round of duties. In saying that it is meritorious, we do not speak as does some ancient Benedict when he essays to advise young parents, or as a venerable spinster when she writes books for young mothers; but we merely record the opinion of one who has a right to judge, and who is far more capable than we. The new volume is an improvement upon its predecessors. W.

(57) A SUMMARY OF AMERICAN HISTORY. A. S. Barnes & Co., New York.

(58) NATURAL PHILOSOPHY, FOR HIGH SCHOOLS AND ACADEMIES. By L. Roy C. Cooley, A.M. Charles Scribner & Co., New York; Hurdle, Hill & Co., Chicago.

(59) FIRST STEPS IN MUSIC. By George B. Loomis, Indianapolis, Ind. Pamphlet, 38 pages, 15 cents.



# ANNOUNCEMENT.

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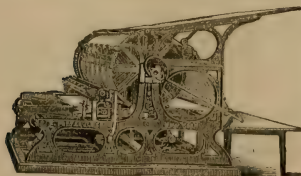
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VOLUME XV.

JUNE, 1869.

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To an old man, who looks back through the dim past to his school-days in some new settlement on the outskirts of civilization, the contrast between the advantages enjoyed by children then and now is most striking and impressive. At first view the advantage seems to be altogether on the side of the present. But it seems to me that there are some things in which the present may take a lesson from the past, that it may, as far as possible, conserve and perpetuate whatever is good in the arrangements and results of the schools of by-gone days. I propose, in the light of my own experience, to call attention to some very satisfactory results of the school-system of fifty years ago, as it existed in the new settlements of the Eastern States.

My earliest recollections of school-life go back through a period of more than fifty years, to a little frontier settlement in the backwoods of Maine. The first school that I ever attended was kept in one corner of a large barn. This was the standing arrangement for the summer school, as long as I continued to attend school at that season of the year. For the winter the school found accommodations in the largest spare room that could be obtained, in one of the two or three farm-houses nearest the centre of the district, alternating from one to the other in successive years. School-houses in that neighborhood were the growth of a later day. We children had heard of their existence in more favored towns; but we were compelled for years to dream over the imaginary splendors of school-house architecture, before the realization came to our own doors.

There were two school-terms in a year, averaging not more than ten weeks each. The summer school was exclusively for the smaller children. The boys did not attend school in the summer after the age of eight or nine, their labor being required on the farms. The girls attended the summer school a year or two longer, after which they also were detained at home to take part in the labors of the household,

which then embraced a large amount of spinning and weaving. Thus the school privileges of the boys after the age of nine, and of the girls after the age of eleven, were all summed up in the annual winter school of ten weeks.

We will now direct attention to a few points of contrast between the past and the present. Thus far the comparison seems wholly to the advantage of the present. But let us look at results.

1. The advantages of those days and of such localities, meagre as they were, were much more highly prized by the children who enjoyed them than are the almost infinitely superior advantages of the present day by the existing generation of school-children. The opening of the school was the great event of the year. The school, and not the vacation, was looked forward to and longed for with an intensity of yearning that would be esteemed superlatively green by the pampered school-boy of the present day.

2. The children came to the school with a perfectly ravenous hunger for study, and no less eager zest for the games and sports of the recess and intermission. Indeed, I may say, the entire school-term, embracing study and play, was one grand frolic from beginning to end. Gayest and grandest of all were the weekly evening spelling-matches.

3. Truancy in those days and in that locality was unknown. A boy green enough to play truant was as inconceivable as an enthusiastic lover of his school would be to school-boys of the present day. Where the alternative was between work and school, with its glorious good times in doors and out, it did not take long to decide in favor of the school.

4. Notwithstanding comparatively poor school-books and defective methods of teaching, scholars *did learn*. More young men, in proportion to the population, went to college and into the learned professions from that little backwoods town than from the cities and large towns of the state, where the schools continued the year round with the exception of short vacations. When I visit that town, I find my old schoolmates intelligent and well-informed men and women, comparatively well versed in the history of our country, and in state and national politics. I visited there just at the close of the war, and found that the families of my dear old friends had been largely represented in that struggle for national life, and that they had their full share of the glories and griefs of that mighty conflict.

It is easy to see that most of the advantages which I have mentioned above were the result of the seeming disadvantage of short school-terms. The school was eagerly sought, because the scholar had never become weary of school-life by protracted attendance at school, and because it was an agreeable change from the severer tasks of the farm and the work-shop. There was a craving for study and the sports of the play-ground, because the scholar had never been cloyed by too

much study, and because healthful labor and outdoor activity had developed an exultant life, which gave spring and elasticity to all the powers of body and mind, making exertion a delight.' No one was tempted to play truant, because his long experiences of the tedium of labor and his short experiences of the delights of school made the latter a recreation, and a release from what was comparatively irksome. Many young men sought the advantages of a higher education, because they had not been dragged through the routine of schools, till they had become satiated and nauseated with study, before they had got within sight and hearing of a college, and because the wholesome discipline of labor had developed in them the will-power and resolution which enabled them to face the difficulties of the struggle for a college education.

The bearing of the foregoing statements and remarks is sufficiently obvious. In a subsequent communication I may make a more specific application of the same to existing school arrangements. M. D.

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#### COLLECTING AND PRESERVING BOTANICAL SPECIMENS.

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I DOUBT not many of your readers will be glad to have some suggestions and directions as to the best methods of collecting and preserving botanical specimens; and also as to the best means of engaging the attention of scholars in the observation of objects of Nature, particularly of the plants which grow every where around them.

A very good and convenient press for making specimens consists of merely two pieces of planed boards, each about fourteen by twenty inches, and with two cleats screwed across each board to prevent them from warping or splitting. Next provide an abundance of paper for dryers. Common wrapping-paper will do, about twelve by eighteen inches in size, or newspapers folded to that size will answer. Then we want a quantity of white printing-paper, of about the same size. Newspaper, folded to the proper size, will answer for many plants, but the white printing-paper is best.

Now, how much of a plant shall we take for a specimen? I answer, whenever the plant is small enough to go into a sheet 10 by 16 inches without much crowding of the parts, take the whole plant. Let it be in flower, or better, in flower and fruit, and take the root also, or a part of the root, if it is large. The principle is to have as fair and full a representation as possible of all the parts of the plant. The roots, or the bulbs and tubers, of some plants are important characters, and some times furnish distinctive marks. To make good speci-



mens of *Claytonia* or *Spring-beauty*, it is best to dig up the tubers, which are buried several inches in the ground, and not to separate the stems from the tuber; they may be thinned out, however, where they are too numerous. The same rule should be observed with respect to specimens of *Trillium*, *Erythronium*, *Scilla*, *Allium*, and some *Orchidaceous* plants. When the tuber or bulb is large and bulky, it may be reduced to a convenient size by slicing off longitudinal pieces. Some long and slender plants, as grasses, can be easily bent once or twice, so as to include the whole in a single sheet. But where the plant is too large to be used entire, we take a portion, as a branch with leaves, flowers and fruit, if possible. In some cases we have to take specimens of a plant at different times, in order fully to represent its characters: for instance, some *Willows*, the *Elms*, and some *Maples*, develop their flowers and nearly mature their fruit before the leaves are fully expanded. In this case we get first specimens of the flowers, and afterward of the leaves and fruit in the order in which they appear.

Now, suppose we are ready to prepare botanical specimens. We first lay down one of the press-boards, upon which we place five or six sheets of the drying-papers. Next the specimen is to be spread out, as naturally as possible, in the white sheet. Of small plants several specimens may often be placed in one sheet. This sheet, containing the specimen or specimens, is next to be placed on the layer of dryers, and five or six sheets of dryers to be placed above it. Now, if we have any more specimens, we may fill another white sheet and place on it more dryers, and so alternate them until we have in press all the specimens we wish. The object of these dryers is to absorb the moisture from the plants. To effect this, we apply the other press-board above, and upon it we place a heavy weight, not generally less than fifty pounds, and for most plants, especially when there are many in the press, one hundred pounds will not be too much. The usual custom is to leave the press in this state, without change, for twenty-four hours, then to remove the dryers, which have by this time become damp with the moisture absorbed from the plants, and replace them with fresh ones; then reapply the weights and leave them another day, repeating the change of dryers daily until the moisture is entirely removed from the specimens, which will usually require about a week: some succulent plants will require a longer time. The damp drying-papers may be prepared for use again by half an hour's exposure to a hot sun, or by holding them before a fire.

It frequently happens, after a lot of plants have been in press for one, two or more days, we want to introduce more specimens. In this case we should separate those which are partially dry from the fresh ones, by intervening a piece of oiled cloth or oiled paper. This should be done for every new addition to the press. When dry, the

specimens are to be carefully transferred to the Herbarium. We shall be more sure of making *good* specimens, and shall make them in less than half the time, if we change the dryers twice per day. With some delicate plants this is essential in order to preserve the colors of the flowers.

This process of making botanical specimens involves a considerable amount of labor. True, it does; but it will pay. No person can become an accurate botanist without an Herbarium; for well-prepared specimens may be kept any length of time, and are always ready for examination and comparison. Besides, a good Herbarium is a source of pleasure, and nothing is more suitable for a place on the parlor-table, even though it contains only a score or two of plants. Much intellectual enjoyment and pleasure may be derived from such a collection. The Ferns and Mosses, especially, make beautiful specimens, well worthy a place in every lady's cabinet of curiosities.

The other subject alluded to at the beginning I will defer to another article.

GEO. VASEY.

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#### A SCHOOLMASTER'S RECOLLECTIONS OF A PUPIL.

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MR. EDITOR:

The names of worthy teachers not infrequently find an honorable place on your pages. I beg, for many reasons, to give to them a pupil's name. It is a name I would give to the whitest marble, one I would inscribe in illuminated letters over the door of every school-house and write in the heart of every pupil in the state.

Soon after I entered the Alton High School, in 1866, there came into my classes a boy of fourteen years, whose beautiful face, alive with the play of the finest sensibilities, and lighting up with the glow of a rare intelligence, won the homage of every heart. During the two years of intimate association which followed, I do not remember that for a single instant there was any interruption of the almost perfect joy it was to teach him and *be taught by him*. With a thoroughly royal spirit, he had never imagined that sharp or annoying manners or turbulent behavior could be any indication or vindication of it. A long, close acquaintance with young people has never revealed to me a nature more perfectly uniting manly courage and strength with feminine delicacy and sweetness of character. His talents were equally remarkable. Quick in his perceptions, he was likewise careful in his investigations and reflections. He was magnetic in recitation. His classmates listened to his discussion of the subject in hand as to a teacher. A fine fancy, joined to a very shrewd common sense, gave

always a piquancy and pith to his compositions, which never failed to delight his schoolfellows on 'composition day'. His faithful and honest application to *all* his work gave him great versatility. At one time I would conclude that his specialty was Mathematics; again, that it was Language; at another time I would be sure it was Physics; and then he would surprise us all by his uneducated skill in Practical Mechanics. He had collected a little cabinet, of nearly five hundred specimens, of natural and historical curiosities, and it was all carefully catalogued by himself. When his class were reading *Cæsar*, he made clear and fixed for them the full meaning of the seventeenth chapter in the Fourth Book, with its double-and-twisted description, by constructing a model of one section of the celebrated and complicated bridge which *Cæsar* built, without nails or spikes, across the Rhine, and which that chapter describes. The single section requires nearly one hundred pieces, which were whittled out with a knife. It was the dear boy's parting gift to me when we both left the school together; and I have always intended to set it up in the State Department of Public Instruction, as an indication of what an interested and determined school-boy can do for himself and for others, while he is a school-boy. I shall certainly do so now. Many simple and useful contrivances for illustrating the principles of Natural Philosophy were furnished, as needed, by the same ingenious and obliging hand.

While it is pleasant for me to write all this, I do not write it so much *because* it is pleasant, as because I would give the best portrait I can of this beautiful character to the thousands of other school-boys in the state who are capable of profiting by it; and sad subsequent history has removed any impropriety which would attach to such an account of the *living* boy. During the summer of 1868, with the most pleasing hopes, he visited Galesburg, to make arrangements to pursue his studies in Lombard University. After his return a violent hemorrhage of the lungs, induced by inhaling an anæsthetic gas while undergoing a dental operation, prostrated him, and most seriously alarmed his friends. All purpose, for the present, of continuing his school-work was abandoned, and, when he had sufficiently regained his strength, he accompanied an older brother to Florida to spend the winter. It passed favorably; his letters were cheerful, and hope came back. The mail one day brought his pleasantest words. A swifter messenger brought, the same day, news of his departure to a still sunnier clime. The soft and sea-toned airs of the health-giving peninsula were yet too rough for the delicate life, which, needing a purer atmosphere, was tenderly taken, in the bosom of the dear Father of all, to plains admitting no pain and no decay. Stopping here to-day, I learn that all which remains to his friends, save precious memories, has been this week laid with the dust of father and mother in the Alton Cemetery.

As a tribute of love, as an inspiration to boys of our schools who are not yet beyond susceptibility to it, I ask to write the name of ELDEN HANSON.

W. H. V. RAYMOND.

## SKETCH OF A LESSON IN FORM.

BY MISS M. E. HANFORD.

[Adapted to Ch. from 10 to 14 years of age.]

*General Object.*—To exercise the Presentative, Representative and Reflective Faculties, and cultivate Language.

*Special Object.*—To teach children to distinguish, name and describe *Prisms*.

*Matter.*—(1) A solid having equal polygons for its bases and parallelograms for its sides is a prism.

(2) A prism having triangles for its bases is a triangular prism.

(3) A prism having quadrangles for its bases is a quadrangular prism.

(4) A prism having parallelograms for its bases is a *parallelepipedon*.

(5) A prism having equal squares for its bases and sides is a *cube*.

(6) A prism having rectangles for its bases and sides is a *rectangular prism*.

(7) A prism having rhombs or rhomboids for its bases is a *rhombic prism*.

(8) A prism having trapeziums for its bases is a *trapezic prism*.

(9) A prism having trapezoids for its bases is a *trapezoidal prism*.

(3) Quadrangular.	{	(4) Parallelepipedons.	{	(5) Rectangular.	}	(6) Rectangular.
				(5) Cube.		
				(7) Rhombic.		
				(8) Trapezic.		
				(9) Trapezoidal.		

(10) A prism having pentagons for its bases is a *pentagonal prism*.

(11) A prism having hexagons for its bases is a *hexagonal prism*.

(12) A prism having its sides perpendicular to its bases is a *right prism*.

(13) A prism having its sides oblique to its bases is an *oblique prism*.

*Method*—(1) Tr. brings before the Ch. all the different kinds of prisms, and asks them to look at them and see if they know what they are. Many say they are blocks, but, by calling attention to the length, breadth and thickness, will call them solids. Exercise rapidly in finding the sides and ends of each, giving for the latter the term base if Ch. do not know it. Next require some child to lay the solids in a row upon the table, with one base of each facing the class, and direct the class to look carefully at the bases, the child, meanwhile, turning them all so that every one can be seen. Ask what one name they can give to all of them; then, by careful comparison of the bases of each solid, they will at once give the idea that these solids have *equal polygons for bases*. Now call upon individual Ch. to name the figures found upon the sides of each, obtaining the general terms *quadrilateral* and *parallelogram*, by referring first to the *number* of sides, then to the *relation* of the *opposite sides*. The whole idea of the prism having been developed, the term is given and Def. (1) drawn from the Ch.

(2), (3), (10), (11). Lead the class to compare the prisms as to resemblance and difference, placing them in groups according to their bases and naming from the same, drawing out in order Def's (2), (3), (10), and (11).

(4), (5), (6), (7), (8), (9). Refer again to the *quadrangular prisms*, to the many different *kinds* of quadrangles, and tell them we can name them again from these. Write quadrangular outside a bracket, and require individual Ch. to select and name from the group until all are renamed and classified as in the Matter; the Tr., meanwhile, giving the new terms—*parallelopipedon* for 'parallelogram prisms', *cube* for 'square prisms', and so on, from which the Ch. form the proper Def's for each.

(12) Tr. opens a pasteboard rectangular prism before the class, or bids some child represent a principal edge and an edge of the base upon the blackboard, telling all to notice what angles are formed. Will say right angles; then, by referring to what is said of any thing that forms a right angle with another, the whole idea will be developed, and the new term given, from which the Def. is formed as before.

(13) Method the same as (12).

Every new term and Def. is I.R., S.R., W.B., at the dictation of the class, as soon as developed.

*Summary*.—The class may be exercised in various interesting ways, such as finding prisms dictated by the Tr. or different members of the class, drawing representations of them upon the blackboard and slates, writing lists of names of objects which are prismatic in shape, and making classifications from every basis possible. The Ch. should also be encouraged to cut, while not in school, the same forms from



wood, clay, vegetables, pasteboard, etc., to be brought in for inspection. While the Tr. may aid the Ch. in discovering natural prisms, such as crystals, stones, etc. Lastly, require the class to read thoroughly the matter from the board, then erase and repeat from memory, then reproduce neatly upon their slates.

NOTE.—This sketch will furnish material for two lessons of twenty minutes each. It must be remembered, however, that it is based upon a complete course of lessons on plane figures, making the transition to such terms as *rhombic*, *rectangular*, etc., so very easy that *prism*, *parallelopipedon* and *cube* are in reality the only new terms given. The points next in order under solids are *Pyramids*, the *Sphere*—including the *Circle*, the *Cylinder*, and the *Cone*,—with the classification of *Regular* and *Irregular* solids.

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### P R O M P T N E S S .

See remarks under this title, page 119, current volume.

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A VERY large share of the troubles and quarrels connected with country schools grows out of the scholars' being upon the school-premises in the absence of the teacher.

On opening school for a term, I fix in my own mind the earliest hour at which I believe I can regularly be upon the premises, and advise that none be there *before* this time. In the district in which I have taught ten winters, some of the pupils must travel over three miles to reach the school-house. There is not a clock in every family. An ordinary school-house bell would be a nuisance, as no person resides within less than half a mile of the school-house. Under these circumstances, even with full intention on the part of parents and pupils to do as I wish to have them, they vary nearly an hour in the time of arriving at the school-house. My time for being there is never less than one hour before 'school-time'. The janitor has the house in order and warm at 7.45, and as soon as scholars arrive on the premises they enter the school-house and remain there. All that is *required* is that they do nothing which will disturb those who wish to study. They, without any of my regulating, fall into squads of two to five and work upon their lessons. There is a buzzing in the room, as though it were full of bees, but no loud noise. There are plenty of matters for me to attend to during this time. Some times the whole hour is devoted to enlightening different individual scholars who have failed to thoroughly comprehend something in the lessons which their respective classes have gone through. Commonly the little folks are all there at 8.30, and I begin to hear their lessons, thus gaining time for general exercises during the regular school-hours, and giving them more time for recess during the day. At 8.55 we take a recess of three

minutes, immediately after which the roll is called. Any one who comes in after this remains after school is dismissed in the afternoon to have his attendance entered upon the roll.

With an average attendance of 35 pupils, I believe we had not ten cases of tardiness during the last six months of school. I eat my dinner in the school-room, encouraging social intercourse, correct deportment and correct expression among the pupils. When dinner is over they go out to play — out of doors if the weather permits, or, if they can not go out, I arrange it so as to give them as good a chance as I can to amuse themselves in the house. I can not recollect that in a single instance during five years past any thing has occurred among the pupils to cause them to be angry with each other, or to produce unpleasantness on the part of parents.

B. G. ROOTS.

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### RIDICULE IN THE SCHOOL-ROOM.

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A WEAPON so keen, so stinging and so swift-winged as ridicule is not likely to be overlooked in the strife between Knowledge and Stupidity; but the question comes, "How often shall we employ it, if, indeed, it can ever be right to use poisoned arrows?"

If we were sure of hitting the mark, if it were only stupidity that is wounded, then we should be justifiable in using ridicule. But, the glancing arrow often strikes that self-respect which is so necessary to noble action, or that earnest endeavor to do right which is feeble from infrequent use. Then, besides its bad effect on the scholar, the use of the arrows of ridicule obliges, or at least tempts, the teacher to carry with him that ugly quiver, cynicism. He who finds his chief amusement in laughing at the demonstrativeness of friends is more than likely to end with the misanthropy of the man who said, when his servant asked permission to go and see a friend,

"Bring me my coat, John;  
Though the night be raw,  
I'll see him too,  
The first I ever saw."

But may we never indulge our aching tongues? Does it always do harm to laugh at people?

Now there's Jim Lawton, on the recitation-bench at your right hand. He is not handsome. A freckled skin, large blue eyes, curiously-mobile mouth, and brown hair with just that tinge of red that warns you of a quick-tempered scholar,—these are his equivocal attractions. Jim's a genius in his way, however. Do n't you remember opening one of his books once, thereby sending a flock of paper birds fluttering to the floor? He had drawn them in ink, shading

delicately with black, blue and red, and then, after cutting out, had deposited them in his Arithmetic, whence you so unintentionally scattered them. The wise scholars smiled, the silly ones laughed, but you stopped to admire Jim's handiwork. That boy can imitate the note of every bird that frequents the village, or, for aught you know, the state: he can mimic, to perfection, the gait of all the horses around; can sing to the admiration of all the school; can do any thing, in fact, except *persevere*. And there's Jim, chalking crosses on his boots, forehead, and nose! Of course, he thinks you do n't see him; and, pretending not to, you meditate what you will do. He is in mischief so often that he is familiar *ad nauseam* with every species of reprimand conveyable by look, voice, or gesture. You pause, then say, "We will wait, until the *gentleman* has finished his peculiarly appropriate and graceful toilet." The class titter, and Jim's eyes blaze like lightning. (The opportunity of watching the play of features comparatively uninfluenced by conventionality is not the least of a teacher's privileges.) Now probably you have done good in this case, especially if you take pains within the next few days to let Jim see you bear him no personal grudge.

I remember hearing Prof. Griffith train a reading-class for a long time on the verses —

"Ah! what is that flame which now bursts on his eye?

Ah! what is that sound which now larums his ear?

'T is the lightning's red glare, painting hell on the sky!

'T is the crash of the thunder, the groan of the sphere!"

The girls' reading did not suit him, and, as one of them finished the stanza with that sweet timidity of articulation and general amiability of manner so provoking in a spirited piece, he struck an attitude and inquired, in a simpering tone, "The crashing of—dumplings," did you say? That provoked a laugh and decidedly improved the reading.

But there are many cases where the scholar feels (and, possibly, with justice) that it is not his errors, but *himself*, that the teacher ridicules; and a feeling of bitterness springs up that hardly any thing can remove. Perhaps it is well to laugh at some scholars, while it would be wrong to treat others so.

We are told to look to the Savior for an example in teaching. Doubtless he saw the comic side of things. Bushnell, in words I can not recall, advises those who doubt that the Creator has a keen sense of the ridiculous to go to the monkey, consider his ways, and—laugh. But Jesus, though freely reminding the rich and great of their inconsistencies, and that in words of the keenest sarcasm, had no phrase of ridicule for the lowly. Those who lacked self-esteem he did not degrade in their own eyes by laughing at. Perhaps it would be well if in this respect we paid greater heed to his example.

M. P. WRIGHT.

COMPETITIVE EXAMINATIONS.

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It often happens that poor teachers obtain schools, while good teachers are unemployed, simply because those who employ teachers do not know what talent is available, and those who want situations do not know of existing vacancies. A well-qualified teacher often declines to make personal application for a vacancy, lest it should be regarded as an attempt to supplant some earlier applicant. In some communities the first applicant is held to have a preëmption on the school, and is successful unless some very obvious reason to the contrary exists. Therefore a poor teacher on the ground has a better chance than a good teacher a few miles away. It would be a great benefit to employers and employed to have more honorable competition for teachers' positions; at least, to have the choice of school-directors made from a wider range of talent and qualification.

Certain educational 'Bureaus' and 'Institutes' claim to do this work, introducing employers to teachers, and teachers to employers. But they can only act as go-betweens, and furnish to either party just such statements as the other chooses to present. Any one who knows how easy it is to obtain testimonials of a certain kind will not place great value upon their services. Besides this, almost every one prefers to *see* the person whom he would select to teach his children, and correspondence alone is not satisfactory.

A competitive examination, open to all comers, with a fair understanding beforehand of the requirements of the position and the wages to be paid, seems fitted to call out more good material than any other plan. And this plan is as well adapted for the graded schools of our large towns as for the country district. It calls teachers from a wider range; and it is often of great advantage to a community to draw its teachers from a distance. A school taught exclusively by its own graduates, without any outside culture, is in great danger of perpetuating and intensifying its own mistakes. Even the best school may gain by an importation of a good teacher, who has never run in the particular rut in which the school is moving. A normal school may gain by importing a college graduate; a college may gain by receiving among its instructors a normal man. Though the schools of any community ought to be good enough to train its own teachers, they often are not, and material must be sought abroad. The personal favors shown to friends or relatives — the bane of our school-system — may also be diminished by this.

The following is the plan adopted in an Eastern city. Notice was given, in the newspapers and by circular, that six vacancies existed in the corps of teachers, that these vacancies would be filled upon a cer-

tain day from those who passed the best examination upon the studies required by law. The salary paid was also stated, and it was added that credentials of success in teaching would be highly important. Other things being equal, preference was to be given to graduates of the city schools. The positions being desirable, a large number of applicants came forward. Many withdrew, however, on seeing with whom they had to compete. Seventy-one were examined, of whom nineteen were adjudged competent to fill vacancies. The highest six were offered the vacancies then existing, and the remainder were elected to positions and held as a reserve corps. Whenever a permanent or a temporary vacancy occurred, it was offered to that one of the reserve corps whose standing was next in order to those already serving. This examination supplied the city with teachers for three years.

Of course, scholarship is not the only thing which makes the teacher. The saving clause 'other things being equal', must often be insisted on. But it is emphatically true that the sheer, stupid, willful ignorance of many teachers is the chief cause of their failure. The dullest pupil has an ill-defined impression that such teachers are unfit for their business, and resents, by some sort of rebellion, the insult put upon him. "Destroyed by lack of knowledge" is a proper inscription for many a teacher's professional cenotaph.

Even in country districts such a method of securing teachers is practicable. Let the directors publish in the county paper an advertisement like this:

#### TEACHER WANTED.

**A** COMPETENT female teacher is wanted to take charge of the school in Dist. No. —, Township —, — Co., for six months. The salary paid will be \$50.00 a month. The school will number about forty, and will commence —. None who have not a First-Grade Certificate need apply. Applicants will be examined on —, at —, by —, and the place will be given to that teacher who, other things being equal, passes the best examination.

If there be any talent in the county, such an examination will call it out. It will also frighten away that numerous class of teachers who are conscious that they are ignorant and unfit to teach, and yet will try to wheedle, or coax or bully a superintendent out of a certificate, and get some uncle, or brother-in-law, or cousin, to employ them. It will make those who go through such examinations more thorough, accurate, and pains-taking. It will mortify the self-conceit of many teachers, and many parents; but it is better that they be mortified than that the cause of education suffer from their self-confidence. So far from teachers' working for paltry wages, it is the fact many now *teach school* who are most grossly overpaid, whose services would be dear at any price, and who ought to be replaced at once by better material. And if any one has a better plan for getting rid of such teachers than competitive examinations, in the name of common-school education, let him speak out at once.

Y. S. D.



ECONOMICAL TEACHING.

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THERE are several districts in this county in which the population consists almost entirely of Germans, whose attachment to their mother tongue is so strong that a teacher who is unable to speak the German language is considered as no teacher at all. A gentleman lately arrived from the 'old country', and considering it in the line of duty to make some sacrifice for the growth of ideas in this, applied for the school in one of the districts referred to, and was, as a matter of course, accepted. After the usual examination by the Superintendent—which, by the way, indicated the possession of no ordinary ability on the part of the candidate,—a certificate was granted to him, though not until the most positive assurance had been given by the directors who employed him that his 'slight brogue' would be an aid, rather than a hindrance, to his success in their school.

In making the tour of the schools of the county during the subsequent winter, the Superintendent arrived at the school in question near the close of the morning session. Perceiving, as he entered, that the customary fragrance of the country school-house was partially concealed by sundry odors of the kitchen, and being thus led to investigate, he found the teacher engaged in cooking his dinner of pork, potatoes, and coffee, over the school-room stove, while the children, some twenty in number, were variously employed, in occupations suited to their juvenile tastes.

Further observation, and a little inquiry, educed the fact that this teacher had been employed at a cheap rate, and, in order to make 'ends meet', was boarding himself, and using the school-room for his lodgings. A glance at the apartment took in an inventory of effects as interesting as the contents of a curiosity-shop. In one corner, near the entrance, was what purported to be a bed, or bunk, constructed from a pair of dislocated school-desks, with slats stretched across their tops and partially covered with a straw-tick and some horse-blankets. Strewn upon the 'bed' were paper collars, badly discolored by use; a shirt, bearing most positive evidence of the 'wear and tear' incident to the vocation of its supposed owner; a pair of pantaloons, army pattern, somewhat damaged in the knees and seat, and a crumpled neck-tie.

Upon the floor, near the bunk, stood a pair of boots remarkable for size alone, and near them lay an odd stocking, out at the heel and toe, which, in its disconsolate state, might have been, like 'The Last Rose of Summer', lamenting the loss of its blooming companion, now faded and gone. A looking-glass frame, suspended by a small cord from a nail in the window-casing, in the right-hand corner of which still

lingered a small triangular piece of glass, a used-up hair-brush, and a toothless comb, lying on the window-sill, made up a pleasing category of highly suggestive aids for 'rearing the tender thought'.

One or two drawling recitations were heard, during which the teacher's attention was unevenly divided between his dinner and his class,—the dinner getting by far the largest share,—and the morning's work was done. Being importuned to stay 'to dinner', the visitor was reluctantly compelled to plead 'other engagements'. However, to allay symptoms to rising anxiety in behalf of his appetite, he permitted the generous Teuton to squeeze an immense loaf of German bread into his overcoat pocket; which feat having been with some difficulty accomplished, he went his way, ruminating upon the advantage of having cheap teachers, especially if they are capable of speaking German, and know how to 'shift' for themselves. X. U.

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#### TOWNSHIP TEACHERS' ASSOCIATIONS

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WHILE we have but one State and three or four County Normal Schools, to supply the demand for twenty thousand active, competent school-teachers in the State of Illinois, it is evident that not a tithe of them can be properly trained for teaching. Yet every school-district asks for and demands a competent teacher. And who shall say that the children in Cairo are not just as much entitled to this as those in Chicago? or those in school-district one on the east line of the state as those in district six in the most western township on the Mississippi River.

Teachers, country teachers especially, feel strongly that they are not fulfilling the just anticipations of the parents whose children are placed under their charge, from their own lack of proper training and culture; and they ask themselves What can be done to remedy this deficiency? A number of the County Superintendents and teachers of the state have instituted Township Associations, for the purpose of mutual improvement. Thus, the teachers of one or more townships meet, at least once a month, and spend the time in earnest, hard study as to the best means of teaching children. A programme is previously made up, and every one comes prepared to work. Wherever these meetings have been held, and continued for any length of time, there has been a perceptible improvement in the schools.

While this will not do away with the necessity for normal schools, it will aid greatly in filling the requirements of the time, and will enable teachers to give a value to their services which will be duly appreciated.

In every township in the state, containing three teachers, such an association ought to be organized and in thorough working order. Drill-exercises and discussions from nine to twelve and from two to five, with a lecture for the benefit of the citizens of the vicinity in the evening, will secure a good audience, both day and night, and will tend to stir up and enliven dull souls to the great cause of popular education.

The state needs more real vigor and activity on the part of teachers, in order that the schools may be coëqual with her grand free-school system. Teachers of all grades must work, organize for greater efficiency, of themselves, and not wait for extraneous influences. G.

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## S L U G S .

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YES, why not write something about slugs? They are easily found in most damp places under dead leaves or stones or boards. You don't like the nasty things? They are no worse to handle, nor more disgusting in appearance, than their first cousins, the oysters and clams, and these are eaten by the most delicate and fastidious. Association, a terror forced upon us from early childhood, has caused us to have an unnatural dread of such humble creatures. Children, I find, are naturally disposed to lay hands on every living thing that comes in their way. This horror is a second nature. It does injustice to the slugs and worms and toads and insects.

I wish to write something that will stimulate every teacher who reads it to give an interesting object lesson to his pupils. The study of Natural History consists in a series of object lessons. In the first place, get the specimens. Bring into your school-room a dozen slugs — the more the better, — and place them on the desks or window-sills. Some of the scholars will take them in their hands. Watch the slugs. See! the pulpy mass, just now shapeless, already begins to stretch forward and put out two pairs of horns. He crawls, he glides, how gracefully; yet he has no legs nor wings nor fins nor spines. Place him on a pane of glass and watch the motions from the opposite side. What is more graceful than the curving undulations of his foot or abdomen? Touch the tip of one of the upper horns, and it is turned in, like a reversed glove-finger. In a moment it returns again. The black speck at the end of each horn is an eye, and, although it does not seem to recognize objects, it enables the animal to distinguish between light and darkness. Observe the shining track wherever he goes. He paves his own road, although he takes no pains to go more than once in a place. Occasionally we notice that our cap-

tive opens a hole in the right side. He is taking breath now. He does n't breathe through his mouth nor nose. The lung is a simple sack, lined with small blood-vessels. There is no opening in the left side. Curious, is n't it?

I used to think that slugs were snails which had crawled out of their shells. All the shell they ever had or ever will have is on the back or upper side, just under a patch of skin, loose at the edges, called the mantle.

We will suppose the slugs left to themselves for a little while. It will be strange if some one or more of them is n't found suspended, head down, from the casing several inches, or perhaps several feet, on a thread of dried slime, much resembling the web of a spider. He can not hurry in this work, as it dries slowly, neither can he return up the thread. He must hang there like a criminal or go on, or, if it is too far to the floor, he may drop and perhaps be injured or killed, falling a victim to his own rashness.

Every gardener will tell you that slugs are fond of tender corn, cabbage, and lettuce. Put away some of your interesting pets in a box of damp clay or loam or leaves, and cover them up for a day or two until they get hungry. Place one of them on a leaf, and you will be generously repaid by watching his manœuvres. Already he is on the alert and begins to work at the leaf. Listen, and you can hear the delicate nibbling of his jaws while eating his food. The mouth is curiously constructed, but to observe it to advantage requires a high magnifying power. He possesses a long tongue armed with thousands of little hooked teeth. What a grotesque-appearing animal. While feeding, his long horns hang drooping at the tips and wag around in various directions. If you will feed the slug on his favorite food—a paste of flour and water,—you can easily see each mouthful as it passes down into the translucent body. Slugs are not such dreadful creatures as you imagined, are they?

I have chosen to treat the subject in a simple manner, rather than to write an elaborate and perhaps technical essay on classification which might not be interesting to a majority of readers of the Teacher. Details first, principles afterward.

W. J. BEAL.

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## PRACTICAL DEPARTMENT.

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PROPORTION.—In every proportion, the product of the means equals the product of the extremes. Why?

Because each antecedent contains the ratio and its consequent as factors, and if the statement is a proportion, the ratios must be equal.

Hence the product of the extremes includes in the first antecedent a factor equal to its consequent, which is combined in the product of the means; also as a factor the ratio, which by definition is equal to the ratio combined in the product of the means; also as a factor the second consequent, which is equal to a factor combined with the ratio in the second antecedent, and used in forming the product of the means. Therefore the two products, since they contain equal factors, are equal.

$$\begin{array}{l} 15:5::21:7 \\ 5 \times 3:5::7 \times 3:7 \\ 7 \times 5 \times 3 = 7 \times 3 \times 5 \\ 105 = 105 \end{array}$$

$$\begin{array}{l} a:b::m:n \\ \text{Assume ratio} = r. \\ \text{By definition, } a = r \times b \text{ and } m = r \times n. \\ \text{Substituting values of } a \text{ and } m, \\ r \times b:b::r \times n:n \\ r \times b \times n = r \times n \times b. \end{array} \quad c.$$

COMMON DENOMINATOR.—A common denominator must always be a multiple of the original denominators. Why?

When fractions are in lowest terms, only one way is possible by which to reduce them to other forms: that is, by multiplying their terms. If so, the new denominator must be the result of multiplying any of the original denominators by some number; hence each original one is a factor of the new one, or, conversely, the common denominator is a multiple of the original ones. c.

## EDITORIAL DEPARTMENT.

NEW SCHOOL LAWS.—The attention of the readers of the Teacher has been called to the acts of the last legislature pertaining to schools. Deciding some of these acts of special interest, we present a few extracts.

AN ACT to enable counties to establish County Normal Schools.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly, That in each county adopting township organization, the board of supervisors, and in other counties the county court, may establish a county normal school for the purpose of fitting teachers for the common schools. That they shall be authorized to levy taxes and appropriate moneys for the support of said schools, and also for the purchase of necessary grounds and buildings, furniture, apparatus, etc., and to hold and acquire, by gift or purchase, either from individuals or corporations, any real estate, buildings or other property, for the use of said schools, said taxes to be levied and collected as all other county taxes: Provided, That, in counties not under township organization, county courts shall not be authorized to proceed under the provisions of this act until the subject shall have been submitted to a vote of the people, at a general election, and it shall appear that a majority of all the votes cast on the subject, at said election, shall be in favor of the establishment of a county normal school. The ballots used in voting on this subject may read 'for a county normal school', or 'against a county normal school'.*

§ 2. The management and control of said schools shall be in a county board of education, consisting of not less than five nor more than eight persons, of



which board, the chairman of the board of supervisors or the judge of the county court, as the case may be, and the county superintendent of schools, shall be *ex officio* members. The other members shall be chosen by the board of supervisors or county court, and shall hold their offices for the term of three years. But at the first election one-third shall be chosen for one year, one-third for two years, and one-third for three years, and thereafter one-third shall be elected annually. Said elections shall be held at the annual meeting of the board of supervisors in September, or at the September term of the county court, as the case may be.

§ 3. Said board of education shall have power to hire teachers, and to make and enforce all needful rules and regulations for the management of said schools. A majority of said board shall constitute a quorum for the transaction of business, and a meeting of said board may be called at any time by the president or secretary, or by any three of the members thereof. Said board shall proceed to organize within twenty days after their appointment, by electing a president, who shall hold his office for one year, and until his successor shall be appointed. The county superintendent shall be, *ex officio*, secretary of the board. Said board shall make to the board of supervisors, at their annual meeting in September, or to the county court at the September term, as the case may be, a full report of the condition and expenditures of said county normal school, together with an estimate of expenses of said school for the ensuing year.

§ 4. Two or more counties may unite in establishing a normal school, in which case the per cent. of tax levied for the support of said school shall be the same in each county.

§ 5. In all counties that have already established normal schools, the action of the board of supervisors in so doing, and all appropriations made by them for their support, are hereby legalized; and said boards of supervisors are hereby authorized and empowered to make further appropriations for the support of such schools already established, until such schools shall have been established under the previous sections of this act.

§ 6. No member of the aforesaid county board of education shall be entitled to compensation for services rendered as a member of said board.

§ 7. This act shall be in force from and after its passage.

APPROVED March 15, 1869.

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#### AN ACT to amend the school law.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly, That the election of trustees of schools shall be on the second Monday of April, annually: Provided, That in counties under township organization, the election of trustees in each and every township whose boundaries coincide and are identical with those of the town as established under the township organization laws, shall be on the day of the stated annual town meeting. The annual election of school directors shall be on the first Monday of April.*

§ 2. Teachers of public schools are hereby authorized to make out their schedules monthly, and upon the presentation of said schedules, duly certified by the directors, it shall be the duty of township treasurers to pay the same, out of any funds in their hands belonging to the respective districts from which said schedules are returned.

§ 3. When the German, French, or other modern language, is taught in a public school, it shall be lawful for the teacher thereof to employ or use said German or other modern language, as the medium of communication in teaching the same, to the end that the colloquial forms of such language, and facility in the use thereof, may the more quickly and thoroughly be acquired by the pupils.

§ 4. When a teachers' institute is held in a county, school directors shall allow their teachers to attend such institute, if they desire to attend, and no reduction of pay or loss of time shall be incurred by the teachers so attending, for the number of days during which they were in actual attendance upon such institute, as certified by the county superintendent of schools: *Provided, That when such institute is held during a term of school, such leave of absence*

shall not be granted more than once during any one period of six months, nor for more than one week at any one time.

§ 5. The school month in this state shall be the same as the calendar month, excluding the Saturdays and Sundays, and lawful holidays. The lawful holidays shall be the Fourth of July; from Christmas to New Year's day, both inclusive; and all thanksgiving or fast days appointed by state or national authority; and teachers shall not be required to teach on such holidays, nor to make up the time.

§ 6. The provisions of all acts and parts of acts inconsistent with this act are hereby repealed. This act shall be in force from and after its passage.

APPROVED March 30, 1869.

ILLINOIS STATE TEACHERS' INSTITUTE.—By a vote of this body at its session of last year, a meeting of two weeks will be held, beginning August 9, 1869. As usual, the members of the Normal Faculty will be present during the entire session. Efforts are making to secure the help of distinguished educators and others from other states. Every pains will be taken to make this session of the Institute the most interesting and profitable in its annals. Statements in detail can not now be given, because the arrangements are not yet complete; but a full announcement will be made as soon as possible.

RICHARD EDWARDS, Prest. State Teachers' Inst.

*Normal, Ill., May 24, 1869.*

We are glad to give place to the above notice thus early. The State Teachers' Institute has grown to be one of our important educational agencies. Besides the valuable information gained in the branches taught in the common schools, in methods of giving instruction, and in the art of school management, the new vigor and determination which are awakened, the higher resolutions formed, the higher standard of attainment established, as a result of a mingling-together of earnest teachers at such a time as this, make the occasion one of very great profit. It is hoped that the teachers of the state will show an appreciation of the generosity of the members of the Normal Faculty, by attending the coming session of the institute in large numbers. At each meeting the attendance has been much larger than ever before. Let this rule of increase prevail in August next. The leading teachers, those who take part in conducting the various county institutes, should be there. They will gain many valuable suggestions which they can adopt in their local meetings, and thus, more than ever before, this gathering will sound the key-note for the labors of the coming campaign.

STATE NORMAL UNIVERSITY.—The numbers in attendance upon this institution are much greater than at any similar term in previous years. Last year, 56 new seats and desks were put into the Normal Assembly-Room. Now, every seat is occupied, and 40 young men are sitting in the aisles, and holding their books on the window-sills. Several young ladies are similarly seated, and for the same reason. The whole number now in attendance in the Normal Department is 315. Many applicants have been rejected, and nine students, who have been with us from one term to one year each, have been excluded from the school on account of unfitness for the work of teaching. Had all been admitted and retained, the numbers would have been much greater than they now are.

The discipline of the institution has been rendered more vigorous than formerly, but it is submitted to, not only with cheerfulness, but with apparent enthusiasm.

The Model School is in a correspondingly flourishing condition. The entire number now in the institution is about 500. The price of board in the neighborhood has been materially reduced since last fall. A.

The friends of our Normal University will read with a feeling of pride our correspondent's account of its present condition. It has reached a position where it can wield a much greater influence than ever before. Membership in its classes can now be secured and retained only by competition, by faithful attention to work, and by maintaining a good degree of scholarship. As a result, a higher standard of attainments can be established, and the institution will become more completely a school for teaching teachers how to teach. Less time will be given to the work of simple instruction. This state of facts shows clearly the wisdom of the legislature in establishing, at its last session, a normal school for the southern part of the state, and also in authorizing the different counties to establish similar schools for their own benefit. The people of the state will not readily overestimate the obligation they are under to President Edwards and his faithful coworkers for the great work they are doing in behalf of education.

The Examinations, in all departments of the University, occur on the 20th, 21st and 22d of June, and the annual Commencement on the 23d. All friends of the institution are invited to attend both examinations and commencement.

The meeting of the Board of Education will take place on the 22d.

**THE NATIONAL ASSOCIATIONS.**—The Educational meetings to be held in Trenton, New Jersey, on the third week of August, promise to be of unusual interest. Three great National Associations hold their annual meetings there that week. The Association of State Superintendents meets on Monday, that of Normal-School Principals and Teachers on Tuesday, and the general Association of Teachers on Wednesday, Thursday, and Friday. The arrangements for these meetings are already considerably advanced toward completion. Papers and Lectures have been promised from the following distinguished Educators.

Address by the President, Rev. L. Van Bokkelen, late Superintendent of Public Schools of Maryland.

Mr. White, of Boston: *Christianity in our Public Schools.*

Prof. J. P. Wickersham, State Superintendent of Pennsylvania: *Higher Education.*

Rev. B. G. Northrop, State Superintendent of Connecticut: *Rate-Bills in Public Schools.*

John D. Philbrick, Esq., Superintendent of the Public Schools of Boston: *The Workshop and the School.*

Prof. Edward A. Brooks, Principal of the State Normal School, Millersville, Pa.: *The Spiritual Element in Education.*

An exercise in *Practice Teaching*, with criticisms, and a discussion as to the necessity of such an exercise in a Normal School, and the best method of conducting it.

Maj. Gen. O. O. Howard, U. S. Army: *Education in the South, with reference to the Colored Population.*

Prof. Austin C. Apgar, State Normal School, Trenton, N. J.: *Method of Teaching Elementary Arithmetic.*

Prof. Ellis A. Apgar, State Superintendent of New Jersey: *Method of Teaching Map-Drawing in Schools.*

Rev. Geo. A. Leakin, Baltimore: *Periodic Law, as applied to Education.*

Prof. Fordyce A. Allen, Principal of the State Normal School, Mansfield, Pa.: *Course of Study for a Normal School.*

Prof. Lewis B. Monroe, of Boston: *The Voice and its Training*, with illustrations and readings.

Prof. John S. Hart, Principal of the N. J. State Normal School: *Method of Conducting Religious Worship in Schools.*

Mrs. Randall, of the Oswego Training School: *Method of Teaching Elocution.* Readings.

Miss Swayze, of the N. J. State Normal School: *Vocal Culture.* Readings.

Rev. Joseph Alden, D.D., LL.D., Principal of the State Normal School at Albany, N. Y.: *What is the best teaching for a Normal School?*

Prof. Z. Richards, of Washington, D. C.: *Elementary Schools—Radical Faults, Radical Remedies.*

TOP AND BOTTOM.—The mischief which arises from an unfortunate use of terms is forcibly illustrated in the use of these words. Geographies say that "the top of the map is north, and the bottom south." The top of any thing is generally considered the highest part. Since a map is a representation of a part of the earth's surface, the child readily infers that the northern part of the country pictured in the map is actually higher than any other part. The strength with which this idea becomes fixed in the pupil's mind will be attested by the experience of every careful teacher of geography. Who of them does not remember the persistence of scholars in saying that the St. Lawrence runs southwest, and the vexatious waste of time they have suffered by the delay in correcting the error? In some cases it is never eradicated. Even the authors of some of our text-books have committed the blunder. It would not be a difficult thing to find in some of the histories such expressions as 'sailing down Lake Champlain', while the direction was south; and one of our standard encyclopædias speaks of the navigator Champlain's sailing down the Sorel river while going from Quebec to the same lake. The first thought that comes into the mind of many pupils, while looking on the map, is that the water flows from Lake Ontario to Lake Erie. Most people in our own state speak about going from Chicago *up* to Mackinaw. To correct this error, we would suggest that, if possible, the map be presented to the pupil on a *level surface*, thus avoiding the necessity for the use of the words 'top' and 'bottom'; and to the book-makers as well as teachers, that, in stead of the usual form, some expression like the following be used: "the part of the map which is farthest from you is north, while the part next to you is south."

PRACTICAL SUGGESTIONS.—Teachers should, before entering upon their duties for the day, be thoroughly conversant with the subject of each lesson. A teacher, while conducting a recitation, should never be obliged to refer to a book or map for the purpose of ascertaining whether or not the pupil is correct in his answer. Besides displaying a weakness on the part of the teacher, there arises in the mind of the pupil the query "Why should I study what the teacher does not know?" The teacher should first know the true answer to every question, and the correct pronunciation of every word in the lesson. The advantages of this plan are: much time is saved, the teacher instructs with more facility and success, and the pupil, observing the familiarity of the teacher with the several subjects, feels for him a greater respect.

In hearing a lesson, give a pupil time to answer, when it appears that he has a correct idea and merely hesitates to find words to express himself; but when it is evident that he is ignorant of the answer, waiting is but a loss of time.

Let the first effort be to impart ideas; but do not consider them fully comprehended until they have been expressed by your pupils in as clear and concise language as possible. In the class-room, teachers should not confine the attention of their pupils exclusively to what is found in the text-books. "Books are but helps," or instruments; and while their contents should be judiciously used and thoroughly understood, yet, the teacher can, to advantage, introduce such matters as are not only valuable in themselves, but will tend to impress the subject of the lesson more firmly upon the mind.

Before reproving pupils delinquent in their lessons, first inquire whether they have studied or not, and if they have, what effort has been made. Some pupils may devote much time and labor to the acquirement of lessons, and yet be weak in recitation. To denounce such would be to *discourage* rather than *advance* them. Never exhibit a quick temper or fretful disposition; and by no means give way to *scolding*. Let any necessary rebuke be administered with determination, coolness, and becoming dignity.

Memphis Report.

INK-WELLS.—The name of A. H. Andrews & Co. is associated with the spirit of progress in every thing pertaining to apparatus and furniture for schools. The latest and best thing of its kind is their improved ink-well. It is non-corrosive, being coated with a preparation which is acid-proof, it is very simple in its structure, not liable to get out of repair, not easily broken, and can readily be removed for cleaning. The pen-wiper attachment is a novel feature and a great convenience. We consider this ink-well superior to any other in use.

POLITICAL APPOINTMENT.—Professor W. H. Young, one of the special contributors to the Teacher, has been appointed Consul at Carlsruhe, capital city of the Grand Duchy of Baden, Germany. This action of the government is a refutation of the frequent charge that a teacher is fit for nothing else, and is, at the same time, the bestowment of an honor upon a capable and worthy recipient. Prof. Young will give our readers the benefit of his observations upon the condition of education across the water.

NATURAL SCIENCE.—The article on *Slugs* in the present number will attract the attention of our readers, because of the interesting manner in which it treats of a commonly-considered repulsive subject. Other articles may be expected from the same source. As will be seen by our advertising pages, Prof. Boal can be engaged to lecture upon his favorite subjects. We speak from personal acquaintance when we say that classes, institutes, etc., desiring instruction on these topics will do well to engage his services.

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## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

SOUTHERN ILLINOIS.—The Southern-Illinois College, under the charge of Professor Braden, is in a very flourishing condition. The Normal Department is full, numbering 150 pupils. This department will continue in session after the close of the others, and end with a Teachers' Institute for Southern Illinois, commencing August 8th and closing on the 19th.....There is much rivalry to secure the location of the new Normal School. Carbondale is making a very vigorous effort to secure it. A great deal of normal work is being done in the schools at Jonesboro, Villa Ridge, Raleigh, Mt. Vernon, Golconda, and elsewhere in Egypt.



CHICAGO.—The Committee on Buildings and Grounds of the Board of Education have estimated the building expenses for school purposes for the next year as follows: for repairs and improvements in old buildings, \$26,320; for building sites, \$167,000; for new buildings, heating apparatus, etc., \$575,000; total, \$768,320.....The total enrollment for the month of April was 24,825; average daily attendance, 22,104; per cent. of attendance, 96.2.....As supplementary to the revised Course of Study, published in the May number of the Teacher, we insert the course for the added year to the Grammar Schools, and also that for the High School.

# PROGRAMME OF STUDIES OF HIGH-SCHOOL CLASS IN GRAMMAR SCHOOL.

Term.	Mathematics.	Natural Science.	History.	Eng. Literature.	Languages.
First.	Algebra .....	Physical Geography .....	United States.....	Eng. Grammar ....	.....
Second.	Algebra .....	Physiology .....	United States.....	Eng. Grammar ....	.....
Third.	Algebra and Arithmetic.....	Physiology .....	Outline Gen. History and Citizen's Manual	Eng. Grammar ....	.....

# GENERAL DEPARTMENT OF HIGH SCHOOL.

Time.	Mathematics.	Natural Science.	History.	Eng. Literature.	*Languages.
1st Year.	{ 1 Geometry .....	Natural History .....	Universal History.....	.....	German, or French, or Latin.
	{ 2 Geometry .....	Botany .....	Universal History.....	.....	German, or French, or Latin.
	{ 3 Geometry .....	Botany .....	Universal History.....	.....	German, or French, or Latin.
2d Year.	{ 1 Higher Algebra.....	Mechanics.....	.....	Rhetoric.....	German, or French, or Latin.
	{ 2 Spherical Trigonometry.....	Chemistry.....	.....	Eng. Literature.....	German, or French, or Latin.
	{ 3 Algebra and Geometry.....	Mechanics and Chemistry.	.....	Rhet. and Eng. Lit.	German, or French, or Latin.
3d Year.	{ 1 Trigonometry and Mensuration.	Physics .....	.....	.....	German, or French, or Latin.
	{ 2 Astronomy .....	Physics .....	.....	English Classics ..	German, or French, or Latin.
	{ 3 Trigonometry reviewed .....	Physics .....	.....	English Classics ..	German, or French, or Latin.
4th Year.	{ 1 Intellectual Philosophy .....	Geology .....	Political Science.....	.....	German, or French, or Latin.
	{ 2 Intellectual Philosophy.....	.....	Political Science.....	English Classics ..	German, or French, or Latin.
	{ 3 .....	.....	Political Science.....	English Classics ..	German, or French, or Latin.

\* One language may be pursued such as the pupil prefers, with liberty to change at the end of two years.

## CLASSICAL DEPARTMENT OF HIGH SCHOOL.

Terms.	Mathematics.	Languages.	Elective Studies.
1 <sup>st</sup> Year.	1 Algebra .....	Latin .....	{ Any study of general department, first year.
	2 Algebra .....	Latin .....	
	3 Algebra .....	Latin .....	
2 <sup>d</sup> Year.	1 Geometry .....	Latin .....	{ Any study of general department, second year.
	2 Geometry .....	Latin and Greek...	
	3 Geometry .....	Latin and Greek...	
3 <sup>d</sup> Year.	1 .....	Latin and Greek...	{ Any study of general department, third year.
	2 .....	Latin and Greek...	
	3 .....	Latin and Greek...	
4 <sup>th</sup> Year.	1 .....	Latin and Greek...	{ Any study of gen. department, fourth year.
	2 .....	Latin and Greek...	
	3 .....	Latin and Greek...	

The third term is designed as a review in all cases.

This department is arranged for four years, but may be completed in three years by omitting the elective study. In the four-year course one elective study must be taken.

Pupils will enter the Classical Department directly from the First Grade of the Grammar Schools, or from the High School Class, as preferred. In the latter case Algebra will be omitted, and Universal History substituted therefor.

.....The Committee on Salaries recommend that the pay of teachers be increased. We give an abstract of their report, stating in each case the highest salary recommended, that reached on the third year of service. Superintendent of Schools, \$4,500; Principal of High School, \$2,500; of Normal School, \$2,200; Male Assistants in High School, \$2,000; Female Assistants in same, \$1,000; Training Teacher, \$1,200; Principals of District Schools, \$2,000; Head Assistants, \$1,000; Teachers of Second Grade, \$850; Third Grade, \$800; Fourth Grade, \$750; other grades, \$700; Music Teachers, \$2,000.

HAVANA.—While on a recent visit to this place, we were gratified to meet our old friend L. Kingsbury, Esq., recently Principal of one of the schools of Springfield, who has been laboring here for the past year with great success. The schools have been better patronized than ever before, and measures are being taken for enlarging the school-accommodations.

BUREAU COUNTY.—The County Normal School closed its winter term on the 9th of April. There were in attendance during the term 42 pupils, the average attendance being 30. A written examination was held, those standing as high as eighty per cent. receiving first-grade certificates, those above sixty and under eighty per cent. second-grade certificates, and others no certificates. Of the thirty-two examined, fifteen received first-grade and twelve second-grade certificates. The school has been kept the length of time contemplated, and will be resumed during the autumn. Rev. A. Ethridge, County Superintendent, who has had charge of the school thus far, speaks as follows, after the first year's experience of the institution.

"We do not claim that we have done more work in the Normal School, or that we have done it better, than many schools in the county; but we do claim that no where in the county have the same grade of scholars been doing work so directly bearing upon the practice of teaching in our common schools. More than half of the pupils had been studying higher English branches for some time, and several were considerably advanced in Latin; and had they entered any other school, would have left the common branches entirely out. Yet they found ample work in these very common studies, and felt at the close of twenty-five weeks that they were far from perfection. And we now say with added emphasis, after the experience of the past six months in the normal school, together with official experience in examining pupils from all the

best schools in the county, that there is no way to secure the requisite thoroughness in our common-school teachers, but to establish and vigorously maintain a school for their professional training. Pupils after going through a high-school course of study, or even through college, need grinding down to an edge before they can teach a common school successfully. They are like the old-fashioned blacksmith's axes; and we can grind them in a shop by themselves, or devote our children to the torturing task of turning while they are ground in our school-houses."

**IROQUOIS COUNTY.**—We have heard it said that this county was as thoroughly undisturbed by any educational spirit as any county in the state. However this may have been heretofore, we judge, from the proceedings of an institute held at Loda on the 12th of April and four following days, that the spirit has begun to move. The institute was principally in charge of Prof. Jaques, of Bloomington, whose instruction and lectures are spoken of as being very interesting and instructive. Lectures were also delivered by Dr. Gregory, of Champaign; Messrs. Neal and Atwood, and Rev. Alexander Wilson. Drill exercises, essays, orations, etc., were presented by other members of the institute. A county association was formed, to meet semi-annually: a constitution was adopted, making an initiation fee of \$1.50 for gentlemen and 50 cents for ladies. Among the resolutions adopted was one commending the Illinois Teacher, for which the teachers of Iroquois will please receive our thanks.

**LEE COUNTY.**—At the call of Superintendent J. H. Preston, the Institute of this county met at Franklin Grove for a three-days session, commencing April 6th. The exercises were conducted by Professor Metcalf, of Normal, and President Edwards. Both these gentlemen delivered lectures. The Board of Supervisors appropriated \$50 toward defraying the expenses of the institute.

**MADISON COUNTY.**—The meeting of the Madison County Teachers' Institute, held at Marine from April 6th to 9th, was a success. Between 40 and 50 teachers were present, quite a number of whom took a lively interest in the exercises. The opening address was delivered by Superintendent J. W. Van Clève. The drill exercises were conducted chiefly by members of the institute. Essays and discussions added variety and interest to the exercises. Professor Hewett, of Normal, conducted exercises in *Theory and Art of Teaching*, and in *School Government*. Evening lectures were delivered by Messrs. E. Keller, G. W. Nash, of St. Louis, and Professor Hewett. Initiatory steps were taken toward the establishment of a County Normal School. Resolutions of respect to the memory of Rev. Wm. J. Roseberry, deceased, late County Superintendent of Schools, were passed. The Institute adjourned to meet at Edwardsville during the first week of November next.

A. A. SUPPGER.

**VERMILION COUNTY.**—The Vermilion County Teachers' Institute convened on the 30th of March, at Danville, pursuant to adjournment of a previous preliminary meeting, effecting a temporary organization. The permanent organization was effected by electing Mr. J. Milton Welch, Principal of the Fairmount Graded Schools, as President; J. G. Shedd, Secretary; and Miss Juletta Smith, Treasurer. Exercises and class-drills were conducted by Mr. Welch, in *Grammar*; Mr. Shedd, in *Reading*; Mr. H. A. Coffeen, in *U. S. History* and *Civil Government*; Miss DeWolf, in *Primary Teaching*; Rev. J. Leaton, in *Orthography*; Rev. W. R. Powers, in *Orthography* and *Composition*; Miss Ellis, in *Arithmetic*; and Mr. Matthews, in *Gymnastics*. Miss Annie Leaton read an

Essay on *Health in the School-room*, and Miss Emma Myers one on *The Interest of Parents in Schools*, both of which were full of interest and instruction. Mr. W. H. Chamberlain read an Essay on *The Enthusiasm of the Teacher*. Mr. Welch read a paper entitled *The Influence and Duties of the Teacher at the Recitation*, and Prof. J. A. Clark, Sup't of the Danville Schools, one on *The Qualifications of the Teacher*, in both of which many valuable thoughts were suggested. The lecture of the Rev. Mr. Powers on *Composition* enlisted the close attention of the teachers. It was pregnant with brilliant thoughts. During the session, the institute was favored with a lecture by Dr. Gregory. It would be doing the Doctor injustice to attempt to give an idea of the lecture, without giving it as delivered. We may claim that Vermilion County has had at least one successful institute. The seed has been sown, and will germinate and yield abundant harvests in the future. Although the institute was in session only three days, it was decided to hold another during one week in September next.

J. G. SHEDD, Secretary.

J. MILTON WELCH, President.

#### FROM ABROAD.

MEMPHIS.—The Annual Report of the Schools of the City of Memphis shows a discouraging state of facts, educationally considered. With over 2800 pupils enrolled in her public schools, the receipts for the school-year 1867-'68, for all purposes whatever, were less than \$25,000. Other departments of the city government were well provided for; but at the close of the year the teachers had received salary for only two months' service. The Superintendent states that *Court Square* has, in six years, cost the city more than has been paid for school-buildings in the same time. The fence around a park outside the city has cost more than all the school-houses combined. It is no wonder, in view of these facts, that the city should need a new jail at a cost equal to the entire expense of public education for a series of years; and that the police-system of the city should cost four times as much as her schools. The report shows a spirit on the part of the Board of Education, and an ability and faithfulness on the part of the Superintendent and teachers, which are far in advance of the spirit of the people. Such agencies must, in course of time, produce a change for the better. We take the liberty of extracting from the report the comparative statistics elsewhere presented.

MICHIGAN.—The late election of County Superintendents was influenced in no slight degree by a decided reactionary movement. The officers elected two years ago were, almost to man, thoroughly competent and progressive. Many of them were practical teachers, who well knew to what a low condition our common schools had been reduced, in consequence of the multitudes of incompetent teachers licensed by incompetent inspectors. The remedy for all the evils that affected the schools consisted in weeding out the worthless teachers by a searching examination. In this matter the Superintendents acted with the greatest deliberation and prudence. At their first convention, at Jackson, there was a full discussion of this very matter, and it was resolved to proceed cautiously, yet decisively—not to tighten the reins too suddenly, and thus close many schools for want of teachers, but to draw a line to which all must come who wished to teach. The purpose was to inaugurate the new system with as little friction as possible, and gradually to supply the schools with competent

teachers. Probably there was not a single Superintendent who acted in this matter up to his full conception of his duty; for to have done this would have been to close half the schools, and to have made the repeal of the law inevitable. What has been the result of this mild and conciliatory course? Why, Susan Jones failed to receive a certificate, whereupon the Joneses and their connections, the Smiths and the Tompkinses, vow vengeance upon the Superintendent at the next election. Probably there is not an instance in which this feeling did not influence, to some extent, the late elections. In some cases it defeated the election of the most competent and useful Superintendents who received a renomination. In other cases it went further back, and defeated their renomination. On the whole, this influence was so unscrupulous, and withal so intense, that it has put the whole system in serious peril. In many cases these disappointed candidates will apply to the new incumbents for license; and as the election of the latter was probably owing, to some extent, to previous rigor, there will be a tendency, to say the least, toward relaxing the previous standard. And thus there is a danger of relapsing into the old order of things.

Michigan Teacher.

NEW JERSEY.—Hon. E. A. Apgar, State Superintendent, has laid us under obligation for a copy of his Annual Report for the year ending Aug. 31st, 1868. From it we glean that the whole amount expended for the support of public education for the year was \$1,313,358. The number of children in the state between 5 and 18 years of age is 240,370; total valuation of school property is \$2,114,509. Of the 1,129 school-houses in the state, 77 are reported worth less than \$100, 465 between \$100 and \$500, and 40 over \$10,000 each. The amount of money raised for building purposes during the year was \$805,581, being more than during the entire 14 years preceding. The Superintendent strongly urges that the odious rate-bill, now retained in only a single state besides New Jersey, shall be abolished and the schools be made entirely free.....The report of the *Normal School* for the state shows that institution to be in a more prosperous condition than ever before. The number of pupils in the normal classes for the year 1868 was 259, of whom 26 were males, and 233 females. A large boarding-house has been erected for the accommodation of pupils, in which the cost of living, including fuel, light, and washing, is \$3.50 per week.

PENNSYLVANIA.—The Governor has reappointed Hon. J. P. Wickersham to the position of State Superintendent of Public Instruction, his first term of office having expired. The unanimous confirmation of this appointment by the State Senate is a proper and deserved tribute to the ability and efficiency of Mr. Wickersham. Among the men who march in the van of our educational army there are none having sounder views, or who form better plans or are more enthusiastic in their work than he.....With next month the *Pennsylvania School Journal* commences its eighteenth volume. This journal is one of the oldest on the list of educational periodicals. During its course it has seen many others start into life, and not a few of them die a lingering death. Yet it still lives, and is an active and powerful agent for promoting the cause it advocates. In the amount of reading-matter it is first on the list of educational monthlies, and is always filled with sound and practical articles, and a full resumé of educational news. Its circulation is, we presume, larger than that of any other similar publication. Dr. Barrowes, who has served his state through the lifetime of a generation as an educator, has reason to feel proud of his work as shown in the *School Journal*.



VERMONT.—The Vermont School Journal having suspended for lack of support, the Burlington Free Press furnishes a column of educational and literary news for the benefit of the teachers of the state. A recent number contains a well-written article on the *District System*, in which there is some very sensible talk about indiscriminate laudation — frequently self-laudation, at that — of American schools and systems of education. More such articles are needed to remove the scales from the eyes of our people, in order that they may see things in their true light.

COMPARATIVE STATISTICS.—The following table shows the per cent. of all the pupils enrolled in the public schools of several of our leading cities, who are enrolled in their respective high schools: Louisville, 1.9; New Haven, 2.1; San Francisco, 2.5; Chicago, 1.5; Detroit, 1.5; Leavenworth, 2.4; St. Louis, 1.8; Providence, 4.9; New Orleans, 2.4; Cincinnati, 1.5; Boston, 3.1.

The average cost per pupil, of the entire expenses of the day-schools, computed from the average attendance during the year 1866-'67, was as follows in these cities: Leavenworth, \$50.47; San Francisco, \$50; St. Louis, \$40.39; Baltimore, \$33.38; New York, \$30.82; Louisville, \$30.23; Boston, \$29.75; Chicago, \$29.75; New Orleans, \$26.22; Pittsburgh, \$25.66; Cincinnati, \$23.12; Philadelphia, \$21.52.

Nineteen cities, including Boston, New York, Milwaukee, and Grand Rapids (Mich.), admit pupils under six years of age, while twenty cities, including Detroit, Cincinnati, Cleveland, Brooklyn, Chicago, Toledo, and Adrian, do not. With the exception of Boston, however, the opinion is unanimous that the advantages of admitting pupils under six do not compensate for the disadvantages.

In regard to keeping pupils between six and seven years of age longer than three hours each day, only in New York, Albany, Bridgeport (Conn.), Erie, Dayton and Paterson (N. J.), is the policy thought a wise one. In Boston it is thought best only as a means of keeping the children out of worse places, and not as a means of an education. In Oswego it is thought well if suitable work is furnished, and lessons are of suitable character and variety. In Erie five or six hours are thought a proper time, if properly managed.

IS ANOTHER PRONOUN NEEDED? — Richard Grant White, in an article in the *Galaxy*, on the above subject, discourses as follows concerning the introduction into our language of a new pronoun which can be used to represent either the masculine or the feminine gender in the third person.

"My other correspondent insists that a new pronoun is 'universally needed'; and as an example of the inconvenience caused by the want, he gives the following sentence: 'If a person wishes to sleep, they must n't eat cheese for supper.' 'Of course,' he goes on to say, 'that is incorrect; yet almost every one would say *they*. [This I venture to doubt.] Few would say, in common conversation, 'If a person wishes to sleep, he or she must n't eat cheese for supper.' It is too much trouble. We must have a word to take the place of *he or she, his or hers, him or her, etc.* . . . As the French make the little word *en* answer a great many purposes, suppose we take the same word, give it an English pronunciation (or any other word), and make it answer for any and every case of that kind, and thus tend to simplify the language.'

"This is the essential part of my correspondent's letter, to which there are two sufficient replies. First, the thing ca'n't be done; last, it is not at all necessary or desirable that it should be done. And to consider the last point first. There is no such dilemma as the one in question. A speaker of good common sense and of fair mastery of the mother tongue would say 'If a man wishes to sleep, he must not eat cheese for supper', where *man*, as in the word *mankind*, is

used in a general sense for the species. Any objection to this use of *man*, and of the relative pronoun, is for the consideration of the next woman's-rights convention, at which I hope it may be discussed with all the gravity befitting its momentous significance. But, as a slight contribution to the amenities of the occasion, I venture to suggest that to free the language of the oppression of the sex and the outrage to its dignity, which have for centuries lurked in this use of *man*, it is not necessary to say 'If a person wishes to sleep, *en* must n't eat cheese for supper', but merely, as the speakers of the best English now say and have said for generations, 'If one wishes to sleep, one must n't,' etc. *One*, thus used, is a good pronoun, of healthy, well-rooted growth. And we have in *some* another word which supplies all our need in this respect without our going to the French for their overworked *en*: e. g., *Voici des bonnes fraises. Voulez vous en avoir?* These are fine strawberries. Will you have some? Thus used, *some* is to all intents and purposes a pronoun which leaves nothing to be desired. With *he*, *she*, *it*, and *we*, and *one*, and *some*, we have no need of *en* or any other pronoun."

### NOTICES OF BOOKS AND PERIODICALS.

(63) THE study of geography has, of late years, been receiving the attention which its importance justifies, and has gained for itself a position among the sciences. In stead of consisting of a few isolated and miscellaneously-arranged facts, as formerly, it is based upon fixed laws which underlie and explain all the phenomena of the earth. Looking at our globe in the light of the principles of modern geography, it seems endowed with a sort of life, and, if fully understood, is to be studied with continual reference to the causes which determine that life. The natural phenomena which we perceive upon its surface, and, to a great extent, the works of man himself, are determined by agencies which are above and beyond either, and which are to be studied before we can be said to know the science of geography. Looking at the subject in this light, the physical division of the science outranks the others in its importance. This, in fact, is the view generally taken of it by scholars who have more recently written upon the subject. As a branch of instruction in schools, hardly any one exceeds it in interest, or profit, if exciting inquiry may be considered a standard of judgment. So much for the study in general. Of the book before us, it is only necessary for us to say that it is the old and standard work of the same author, revised and improved in the light of the later discoveries of science. The revision has been done by the eminent geographer, General A. von Steinwehr, whose name is a guaranty of its accuracy and completeness. The divisions of the subject, Land, Water, Atmosphere, and Organic Life, are very comprehensively treated, while several chapters are devoted to the physical geography of our own country. The illustrations are abundant, apt, and finely executed. They are a material assistance in the study. We commend this work as serviceable to any wishing to study the subject, whether as private students or as members of a class. w.

(64) GRAMMAR is one of the most important, and, at the same time, one of the most abused and worst taught studies taught in the school-room. There is enough of aimless instruction given in any of the branches, but in this one the

(63) A TREATISE ON PHYSICAL GEOGRAPHY. By D. M. Watten. Cowperthwait & Co., Philadelphia.

(64) A GRAMMAR OF THE ENGLISH LANGUAGE. By Thomas W. Harvey, A. M. Wilson, Hinkle & Co., Cincinnati. 12mo., 264 pages.

grand excess culminates. The opinion seems to prevail, to a great extent, that no attention need be given to habits of speech till a child commences to study grammar, and it is forgotten that his forms of language are determined by what he hears from others, and will be pure or impure as are the sources whence they are obtained are so; whereas, the real truth of the matter is that the very first sentences of childhood should be pure English, and, as far as possible, every expression coming to the child's ear should be framed according to the same model. The forms of speech of every person are largely determined before he is of the proper maturity to commence grammar as a study. This science should come in to enable the pupil to be a guide to himself in doing what careful instructors have hitherto aided him in doing. The book should contain a statement of the classification of words, of their properties, and of their relationships, so made as to be plain, and that their practical bearing in the use of language can be readily seen. These features the book before us seems to possess in a more than usual degree. One of its excellent features is its compactness, made by the omission of many of the discussions and nice distinctions presented in many books. We like the straight-forward and concise manner in which the author expresses his views. A text-book in this study is expected to contain the author's views of the use of language as derived from the usage of those who dictate its form. Mr. Harvey has given us his ideas, leaving us to look for those of others elsewhere. In the arrangement and treatment of its topics the book bears the impress of a mind familiar with the perplexities of the school-room, and appreciative of the difficulties attending instruction in this branch. To avoid the latter has been an object continually in the author's mind in his work.

W.

(65) THE work of the publishers in presenting to the American public these notices of prominent European personages, recently dead, entitles them to the thanks of all lovers of critical biography. Miss Martineau, as a writer, is fearless in expressing her opinions, and her philosophic mind gives her unusual power to analyze character and discover the motives which are the hidden springs to human action. The subjects of her sketches are all persons living during her time, and of many of them she knew something from her own acquaintance. In the light of her criticism, many new things in the character of her subjects are revealed, whether it be the shrinking conscientious modesty of Charlotte Brontë, saying to a friend "I have not accumulated, since I published 'Shirley', what makes it needful for me to speak again; and, till I do, may God give me grace to be dumb": or of the scheming and successful party-leader and politician, Lord Palmerston, who, living, led the English people through critical periods, and, dying, left behind him no principles or policy of action by which to guide their course. This volume of 458 pages contains notices of forty-four personages, 'literary', 'professional', 'social', 'politicians', and 'royal'. The portraiture is brief, but concise and comprehensive, giving, by its boldness and independence, a distinctness of impression left by few pen-and-ink sketches.

W.

(66) THE reputation of Mr. Monroe as a successful teacher of the branches treated in his book has preceded him and, in many cases, has created a desire

(65) BIOGRAPHICAL SKETCHES. By Harriet Martineau. Leypoldt & Holdt, New York. 12mo. \$2.50.

(66) VOCAL AND PHYSICAL TRAINING. By Lewis E. Monroe, Superintendent of this branch of Instruction in the Boston Schools. Cowperthwait & Co., Philadelphia.

that his methods might be made known to the profession generally. In response to numerous requests, he has prepared this work, embracing practical suggestions on the subjects of *Physical and Vocal Culture*, with directions to those who desire to give instruction in these branches. Numerous cuts illustrate the position of the body or vocal organs in the various exercises, adding materially to the value of the book. These subjects, from their importance, should receive the attention of every teacher. A correct physical form, easy manners, graceful movements, and a rich, flexible voice, are attainments coveted by all but possessed by but few. This little book will be found of material use to teachers in the daily drill of the school-room. W.

(67) This is a story of a little girl who, like many others, was of wayward disposition, and a source of trouble to herself and annoyance to others; but, by the counsel of Christian parents and her own good resolutions, she became a noble woman. The book is written in natural and attractive style. W.

(68) IN this little book we have, in small space, many valuable practical suggestions, calculated to assist those who are engaged in Sunday-school work. It is what it claims to be—a manual, which any teacher possessing, would be slow to part with. There are in it many hints upon the work of teaching generally, and the traits of childish character, which should be known by every teacher, whether in the common or the Sabbath school. W.

(69) SUNDAY-SCHOOL SCHOLAR.—Messrs. Adams, Blackmer & Lyon are farther occupying the field of Sunday-school literature, so successfully cultivated by them already, by the publication of a new monthly, 'The Sunday-School Scholar'. From an examination of the first four numbers, we are strongly impressed with the idea that there is need of such a paper, and that this is just the one to supply that need. It is an eight-page octavo, and is published at 50 cents per year. W.

(70) THE NURSERY.—Plato says, "From the third to the sixth year, suitable stories should be told the child; and these should be such as to furnish him with ideas of God and virtue." The ability to tell proper stories to young children is a rare accomplishment, and as valuable as it is rare. How often are the early proclivities of childhood inclined to mischief or wrong, or their nervous organizations injuriously excited, by the senseless or frightful stories of an ignorant or unprincipled servant. It would be a blessing to all such little children if a copy of *The Nursery* could be placed in their hands. They would appreciate the pictures, of which there are many, all of them excellent; they could read some of the stories, and would be interested in listening to the others. It is a magazine that talks to and for the little folks, in a style suited to their comprehension, and is the only one we know of. We would take slight exception to the number before us. 'Trottie's Aunt' should hardly say, in talking to children, "I shall not tell you till I am ready." The word *whining* should have for its last syllable only the letters *ing* in stead of *ning*. We notice these errors, trivial as they are, knowing how slight impressions are often lasting with children. The *Nursery* is published monthly, by John L. Shorey, 13 Washington street, Boston, at \$1.50 per year. The new volume commences in July. The pleasure any parent will take in the enjoyment it will afford the children will amply repay the price. W.

(67) *STELLA ASHTON; or, Conquered Faults.* By Mary C. Barlow. J. C. Garrigues & Co., Philadelphia.

(68) *THE SUNDAY-SCHOOL MANUAL.* By Edward Eggleston. Adams, Blackmer & Lyon, Chicago. 16mo., 108 pages.

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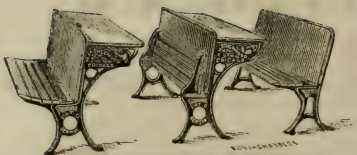
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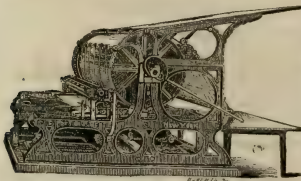
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# ILLINOIS TEACHER.

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## HOW TO REALIZE THE IDEA OF THE GRADED SCHOOL.

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[THE following extract is taken from the very able essay of W. A. Jones, Superintendent of Schools in Aurora, read before the State Teachers' Association in January last. We would be glad, did space allow, to present the paper in full, and in so doing, to do that justice to the author's views which is deserved.]

Mr. Jones discusses the subject "What is a Graded School, and how can it be realized?" In this extract he speaks to the latter question.]

I am compelled to say that so *many* things enter in as the necessary conditions for realizing this idea, that it is impossible to speak of all in the time allotted. The organization, the classification, the promotions, the general 'Rules and Regulations' and the discipline; the 'Courses of Instruction' for the different departments, and their relations to each other; the *methods* of instruction as adapted to the different stages of development, the qualifications of teachers, the average wealth and the average standard of spontaneous education in the given community—the latter determining how extensive plans of education the teacher can successfully carry out,—the buildings and furnishings;—*all* these are topics about which the teacher, who would realize the 'Idea of the Graded School', should have very definite and well-settled notions. Since I can not speak of all, I will speak of a *few* of these topics, and first of

### PRACTICAL ORGANIZATION.

We have said that the psychological order of development is the only natural basis for organizing a system of schools. In the nature of the powers to be educated, I can see no reason why there should be more than three grades of schools all together. If all the pupils in the State of Illinois to-day enrolled in the country schools, in the so-called graded schools, in the academies, seminaries, colleges, and universities, were classified on the basis indicated, they would, of necessity, fall within the three grades mentioned, viz: the Primary, in which the powers of sensation and outward observation are predominantly active; the Intermediate, in which the powers of memory and imagination are most active; and the High, Higher or Highest Grade, in which the powers of reflection and reason have acquired considerable strength,—in which the teaching *can* be abstract—in

which science can be taught as *science*—in which the necessity does not continually exist for teaching from the concrete side of every subject.

It is believed, if all the so-called graded schools in the state were classified on this principle, ninety-nine per cent. of them would be primary and intermediate schools simply. The subjects taught can not determine the true grade of a school. The primary school may and should teach the same class of subjects as the college, but only the perceptive side of those subjects. It is *not* the subject-matter which one teaches that determines the grade of one's school, but the side of that matter from which he teaches; i. e., the class of faculties which he most calls into exercise—whether those of sensation and perception, of memory and imagination, or of reflection and reason.

*Teachers* are often ambitious to teach, and pupils are *very* often ambitious to study, the so-called 'higher branches'—in a sense there are no such branches, one is as high as another; they have different sides, and one is higher than another only in this sense, one phase of the subject comes first, in the natural order, another phase of the *same* subject next, and so on—but we were saying that teachers are often ambitious to teach, and pupils to study, the so-called 'higher branches', and the schools are graded according to the names of the subjects taught, or it may be according to the names of the different numbers of a series of Readers: as first, second, etc., to the sixth-Reader grade. Children twelve or thirteen years of age, whose memory and imagination are uncommonly active, are frequently found in the 'high school'. They have finished (?) the *common branches*—Reading, Spelling, Geography, History, English Grammar, Arithmetic, Manners, Morals, and all; their right to promotion being based on the kind and number of books gone through, and not on the state of their mental development and their *real* wants. They are measured, in this respect, by a conventional rather than by a real standard. Teachers often stimulate their pupils by holding out as the goal of their ambition the completion of the books. Teachers wish to be popular; parents need the services of their children, and think that 'going through' the books is education: therefore the teacher who gets the children *through* the books, the most books, and the largest ones, is apt to be the popular teacher.

But why, it may be asked, are there so *many* schools—your own among the number—organized into four grades—Primary, Intermediate, Grammar and High School? The following is my own reason, based on the statistics of the schools with which I have been connected in the past, and with which I am now connected. Mr. J. B. Roberts, Superintendent of Schools in Galesburg, has furnished me with statistics of the schools in that place. The latter statistics seem to justify the inferences I have drawn from my own. In Galesburg there are 1,477 pupils enrolled in the public schools, whose average age is *ten years and twenty-five days*. In Aurora, East Division, there are 1,350 pupils enrolled, whose average age is ten years and twenty-nine days, giving ten years and twenty-seven days as the average age of all the children in the public schools of the two places. If it is a *fair* presumption that the children of Aurora and of Galesburg are kept in the public schools as long as the average of the children in the state, this must be the inference: that a majority of the children in the state are subjected to the training of the schools only a little more than four years, should they enter promptly at six years of age. Many do not. Hence it becomes a matter of the greatest importance that these children receive the most complete education the schools can give.

To meet this want, a department should be organized—complete in itself—embracing upon paper a three-years course of study. Practically it will be found to take four years to complete it, owing to various disturbing causes, such as changes of teachers and pupils, and other things which every experienced teacher well understands. The pupils in the first year's course of this department may be called the C, those in the second the B, and those in the third the A, primary classes. These classes may be subdivided into sub-C, sub-B, and sub-A, primary classes, thus making six classes in the primary school; and, if the number of pupils be sufficient, each of the six classes may occupy a different room, and in each room the classes may be again divided into sections according to the knowledge, capacity and health of the pupil. On completing the course of instruction in the primary school, pupils may enter the intermediate school.

While the majority of pupils will never advance further than the primary school, still a large per cent. of them will enter the intermediate. This school may also embrace a three-years course, the divisions and subdivisions made and named in the same manner as that indicated for the primary school. Graduating from this school, a smaller per cent. will enter the grammar school and complete its course, which may require three years. In the grammar department the divisions and subdivisions of classes may be formed and named in the manner indicated for the two lower departments. Graduating from the grammar school, pupils may enter the high school, which may embrace a two-years course or more, according to the population, wealth and standard of education of the place in which the school is located.

The four departments may be represented to the eye by four concentric circles, the inner one representing the Primary, the next in order the Intermediate, the next the Grammar, and the outer one the High School; the three outer circles being but successive expansions of the inner circle. The subject-matter of instruction should be the same in kind in the primary school as in each of the other departments; the lower course in each case laying the basis for that of the next higher.

Named according to the stage of development, the Primary would be called the Perceptive grade, the methods of instruction being adapted to that stage of mental development in which the perceptive faculties are most active; the Intermediate and Grammar departments, the Representative grade, the methods of instruction being appropriate to the stage of development in which memory and imagination are predominantly active; and the High School, the Reflective grade, in which the reasoning powers are more especially exercised.

Thus it will be seen, while four departments or grades may be formed to meet the practical wants of the community in the education of their children, still, the natural or psychological order of development should be recognized as the only natural basis of gradation. The matter of instruction should be selected and the methods deduced with special reference to this order of development.

#### MISCELLANEOUS CLASS.

In every graded school of considerable size are some pupils who can attend school but a few weeks in the year—can be subjected to no systematic course of training; others come to enter the school who have no *school* education—have been simply informed—have acquired a few facts of the conventional school branches. None of these are fitted to enter a well-trained class. They

should be placed in a class by themselves, and a teacher placed over them temporarily. Those who can remain more than a term can be 'fitted' for some regular class in one of the departments. Those who remain but a few weeks may be specially instructed in what they most need and can best acquire in the time allotted.

#### RULES OF PROMOTION.

Whenever a pupil in any department of the school shows the capacity to acquire facts and truths more rapidly than the average of his class, such pupil should be promoted to the section above. In the departments above the primary the teacher should keep a record of the value of all recitations and of the deportment of each pupil, which valuation, we think, should *not* be reported by the pupil, but should be recorded according to the teacher's own judgment. At the end of each month the teacher should conduct examinations on the matter passed over during the month or during the term. If, at this time, the monthly average of scholarship and deportment of any pupil be found much above the general average of that of the class, it should be the privilege of such pupil to be advanced to the section above, should his *health* justify his making greater efforts in study. By this arrangement, no pupil is hindered in his advancement. Each month a pupil has the opportunity to advance to a higher class, or even to a higher department, if he possess the qualifications mentioned—knowledge, capacity, and health. The regular promotions by classes should occur at the end of the school year.

#### INSTRUCTION.

It was said that the subject-matter of instruction should be the same in the Primary as in each of the higher departments, the lower course, in each case, laying the basis for that in the next higher; the subject-matter the same in the Primary as in the High School; the Primary teaching *more especially* from the perceptive side of the different subjects, the Intermediate and Grammar departments from the perceptive and representative sides of the same subjects, and the High School more especially from the reflective side. Or, stated in another way, as regards the teacher, the teaching in the Primary department should be eminently objective, in the Intermediate and Grammar departments both objective and subjective, and in the High School more especially subjective.

We think the matter of instruction in the primary school should embrace lessons in Form, Language, Number, Drawing, Color, Human Body, Place, Size, Weight, Animals, Plants, Minerals; that moral and religious instruction, physical training, and some ideas about history and government, should be given. The reasons are because these subjects furnish the proper material for a systematic exercise,—

1st, of the powers of sensation and observation; 2d, of memory and imagination; and 3d, of reflection and reason, if the methods of presenting the lessons are correct—if they be so presented as to secure the highest activity of the faculties addressed on the part of the pupils. In a word, then, they are selected, 1st, on account of their educatory value; 2d, if properly taught, they lay the true basis for a thorough education, they constitute the foundation for a complete temple; 3d, the facts and truths connected with these subjects are valuable as furnishing to the mind of the future man,—valuable in the shop,



on the farm, in the store, in domestic and in social relations. It may be shown that so much knowledge of form and of color as can be taught in the primary school affords exercise for all the mental powers; that a knowledge of both form and color is of the highest utility in a practical point of view; that the study of both refines and elevates the taste, and thus increases the power of enjoyment on the part of the individual, and increases his power to contribute to the happiness of others, and thus helps to realize one of the ideas of the school—to increase the power and capacity of the individual for happiness and usefulness.

If you ask how it is possible to bring all of these subjects into the primary course, I will illustrate by tracing several subjects consecutively through the departments. You all well understand how Physiology is taught in the high school. But Physiology is too formidable a name for the primary school: we will call the subject 'Lessons on the Human Body'. During the first year we will attempt to teach, of this subject, only the names, positions and uses of the external parts.

*The Method.* The teacher asks some little boy to stand in the chair. This excites the curiosity of all the children. He then calls on individual pupils to come and find and name some *part* of the pupil standing in the chair. If they succeed in pointing out and naming the head, trunk, and limbs, that may be enough for the first lesson,—time, five minutes. This exercise, continued from five to ten minutes a day, for two weeks a term and for three terms in a year, will enable the majority of the children to readily name and give position and uses of the external parts of the human body.

*This rule is always to be observed:* A child is never to be told what he can find out for himself. His curiosity to see and find something new, his pride and self-satisfaction at overcoming obstacles, are *some* of the springs that may be touched to excite his attention and to secure patient observation. To *attend*, and to establish the *habit* of careful observation, is one great object of the lesson; to increase the pupil's vocabulary is another. While he may have a correct conception of the thing itself, he may have either no name or a wrong one for it. To see that he *has* a name, and the *right* one, for all these parts, their positions and uses, is another *point*. To see that he gives his answers in complete sentences is another point to be observed. *This* cultivates language—practical Grammar.

During the second year the pupils will be ready to describe the parts as to their form, adaptation of form to use, and to compare these parts with the corresponding parts of other animals—the lessons being conducted in substantially the same manner and spirit as already indicated.

The third year, from colored plates and from an examination of the corresponding parts of lower animals, the pupils can learn something about the organs of circulation, of respiration, and of digestion, and can reproduce the lessons upon their slates, which should be examined, and approved or otherwise, by the teacher.

In the Intermediate and Grammar schools these lessons should be reviewed thoroughly, in order that the children who have had the lessons may retain a knowledge of the facts, and that those pupils who may have entered from other schools, and who may not have had the lessons at all, may have the opportunity to acquire the facts. And in *these* departments *especially* should there be as much illustration as possible, by the dissection of the parts of lower ani-

mals, and special application of principles to the laws of health. "How to take care of our bodies, and why," the subject may be called.

After giving a lesson, the exercise being one of observation, the pupils should be required to reproduce upon paper all the facts, as observed and communicated during the lesson. The lesson may be given one day and reproduced from memory the next. This will serve to fix firmly the facts in their minds, as observed by the pupils, will necessitate close attention at the time of the lesson, will increase the vocabulary of the pupil and his power of correct expression; and, as oral language lessons are supposed to run parallel with all general lessons, the proper use of capitals and of some of the punctuation-marks, and the different forms of sentences, are expected to receive especial attention.

In the High School the pupil may use a text-book as a guide and aid. He now studies Anatomy, Physiology, and Hygiene. The important facts of the text are to be firmly fixed in mind, and, so far as the means and opportunities afford, he is to verify the facts by observations upon the lower animals. The spirit of inquiry by this time will be fully aroused. The different orders of animals should be compared with each other and with man in regard to structure, and their habits determined from adaptation of parts. Here is abundant opportunity to exercise the reflective faculty. The pupil should be led to see that physiology is an inductive science, built up by observation; should distinguish between inductive and deductive reasoning, between a science built upon observation of external phenomena and one which is the product of the pure reason.

Perhaps this is sufficient to indicate the general plan of conducting the general lessons and the spirit of the lessons.

The subjects named Size and Weight in the primary school, and which are taught objectively there, appear in the intermediate and grammar schools under the head of Compound Numbers in Arithmetic. Lessons in Place in the primary school are Geography in the intermediate and grammar schools. In a word, the numerous subjects mentioned for the primary course converge, and appear under fewer names, in the higher grades. Classification of animals and plants may be reached in the intermediate school, and after that the knowledge acquired of animals, plants and minerals is, or should be, brought into constant requisition in Descriptive Geography, in reading-lessons, and in spelling-lessons. In the High School the lessons are no longer called animal and plant lessons, but the pupils study Zoölogy and Botany.

It may be thought that by crowding so many things into the primary course we shall 'murder the innocents'. Far from that. The acquisition of knowledge is the natural function of the mind; and if the matter and method is adapted to the stage of development of the pupil, the children will derive the greatest pleasure from the school relations and duties. In the primary school the exercises should be short and full of vivacity, and the sessions not more than five hours per day. There should be no attempt to teach science as *science*. If it is feared that reading and spelling will be pushed aside to give place to so many general lessons, you have but to remember that the children are reading, spelling, printing or writing constantly, and they will acquire remarkable fluency and naturalness in reading. It is not necessary to read every thing from a *book*. Inflection, emphasis, degrees of force, speed, pitch, volume, may be attended to in reading the printing or writing on a blackboard

or slate as well as from the pages of a book. The children will soon learn that a word is the sign of an idea, and that unless the printed word awakens the conception for which it is the sign, it is not reading, but parroting.

It will be found convenient to have a nest of measures—as a bushel, a half-bushel, a peck, a four-quart and a quart measures,—that the children may get a clear perception of the units of measure. How shall they form *correct* conceptions of such material things as they have never perceived? Of what value is a judgment about *conceptions* or *perceptions* that are themselves erroneous? Or how can there be a judgment about perceptions or conceptions that do not exist? There should be also the means for giving the correct perceptions of the units of linear, square and cubic measure, of liquid measure, and of weight. For lessons on animals, plants, and minerals, the children should be encouraged to collect and bring specimens of such as are portable. For lessons on the horse or cow, either of these animals may be led to the school-yard for examination.

It was said that the characteristic teaching in the primary school should be objective; that in the intermediate and grammar schools both objective and subjective; while that in the high school may be more especially subjective;—that is, in case the organization of the school be made according to principles indicated.

But, it may be asked, What is 'object teaching', or *objective teaching*? and what is subjective teaching? In one sense, *all* teaching—all studying—is objective. Whenever any part of the external world—now and here present to the senses—is made the special object of examination, we call that 'object teaching'. Whenever a conception of the mind, a 'mental reproduction', is made the object of examination, that, too, is 'object teaching'. The object of study in the first case is out of the mind, that in the second case is within the mind. To distinguish the former from the latter, the first is called the 'object-object', the latter the 'subject-object'. The former is objective study, the latter subjective study, as to the pupil; as to the teacher, the former is objective teaching, the latter subjective teaching. It will be seen that both modes of teaching are contemplated—the one is not complete without the other—the one is the complement of the other; but the order is, *always, first objective, second subjective*.

Since in intellectual, moral and religious education it is the human soul that is the subject of the educating process, it is an *essential* requisite that the man or woman who would conduct the education of children and youth should possess *some* knowledge of the mental faculties and of the forms of activity included in these faculties, and some knowledge of the emotions, affections and desires, and of the laws of their activity. How shall the teacher be able to draw out—educère—all the faculties of the mind, when he knows not what those faculties are, nor the law of their development? How shall he excite to activity the powers of the mind, when he knows not the springs by which the mind's powers are moved to act?

*Some* knowledge of the powers of the intellect and of the feelings, and of their mode of action, must be attained before there *can* be intelligence displayed in

#### METHOD.

By method we understand the *way* in which the different faculties can be approached in order to draw them out, to take hold of the phenomena pre-

sented. To be able to determine the *right* method by which to teach any subject in any department of a school, the teacher should STRIVE to attain *three* qualifications:

*First*, A thorough knowledge of the principles of the given subject, and of their practical applications.

*Secondly*, A knowledge of the sensibilities, and of all the faculties and powers of the intellect, and of their order and mode of action.

Possessing these two qualifications, the teacher may be able to attain the *third*, which is—To so analyze the different subjects required to be taught as to know what parts of those subjects address the presentative, what the representative, what the reflective, and what the intuitive faculties, and what forms of activity, included in each class of faculties, are involved in attaining a knowledge of the given subject.

## SKETCH OF A LESSON IN COLOR.

BY MISS R. E. WALLACE, AURORA.

[Adapted to Children from 8 to 10 years of age.]

*General Object.*—To exercise the Presentative, Representative and Reflective Faculties, and to cultivate Language.

*Specific Object.*—To develop ideas of, and give terms standard, tints, and shades, and teach how the two latter are produced.

*Points.*—(1) The bluest blue is called the standard blue.

(2) Blues lighter than the standard are called tints of blue.

(3) Blues darker than the standard are called shades of blue.

(4) Tints of blue are made by mixing white with the standard blue.

(5) Shades of blue are made by mixing black with the standard blue.

*Method.*—(1) \*Tr. brings before the class a box of colored blocks, and selects a standard blue, and a light and dark blue. Tr.—Who can tell me what color these blocks are? H.R. Ch.—They are blue. S.R. Tr.—Who can tell me what difference there is between them? H.R. Mary.—One block is light and one is dark. C.D. Tr.—What can you tell me of this one? (pointing to the standard.) H.R. Johnnie.—It is the brightest blue. C.D. Tr.—Who can think of another word to use in stead of brightest? If no one can, Tr. gives term *bluest*. Tr.—Now Jennie may tell me what this blue is. Ch.—It is the bluest blue.

\* EXPLANATION OF ABBREVIATIONS.—Tr. = Teacher; Ch. = Child or Children; I.R. = Individual recitation; S.R. = Simultaneous recitation; H.R. = Hands raised; W.B. = Write on blackboard; C.D. = Class decide.

S.R., W.B. Tr.—How many would like to know what we call the bluest blue? H.R. Tr. gives Point 1. S.R., Tr. W.B. Tr. sends Ch. to different parts of the room to bring specimens of the standard blue.

(2) Tr. shows several light blues. Who can tell me something about these blues? H.R. Julia.—They are light blues. C.D. Tr.—Lighter than what? Ch.—Lighter than the standard blue. C.D., S.R. Tr.—Who will tell me again what blues these are? Ch.—Blues lighter than the standard. Tr.—I will tell you what we call these blues. Tr. gives Point 2. I.R., S.R. Tr. W.B. Ch. bring various specimens of tints of blue.

(3) Proceed in same manner as for Point 2.

(4) Tr. brings before Ch. a white palette, and excites their interest by putting on it some blue paint, some white, and some black, in different places. (The tubes of oil colors are best for this purpose.) Tr. (pointing) What color have I here? H.R. Ch.—Standard blue. S.R. Tr.—And here? Ch.—White. S.R. Tr.—I want all to watch me closely and see what I am doing with the white and standard blue. (Tr. mixes a little of each.) Tr.—What am I doing? H.R. Johnnie.—You are mixing white with the standard blue. C.D., S.R. (Tr. mixes several tints and shows them to the Ch.) Who can tell me what I have made? H.R. Jimmie.—Tints of blue. S.R. Tr.—And *how* have I made them? Mary.—By mixing white with the standard blue. S.R. Tr.—The class may tell me in concert how tints of blue are made. S.R. of Point 4. W.B.

(5) Tr. pursues similar method for Point 5.

*Summary.*—The statements on the blackboard are thoroughly reviewed by I.R. and S.R. Tr. erases, and removes all the articles she has used. Tr.—Who can tell me something we have learned to-day? H.R. I.R. of Point 1. S.R. Tr.—Who can tell me what shades of blue are? H.R. I.R. of Point 3. S.R. Tr.—Who can find some light blues and tell me what they are called? H.R. Ch. does so and gives Point 2. Tr.—Who can tell me how these are made? H.R. I.R. of Point 4. S.R. Tr.—Who will tell me the last thing we learned. I.R. of Point 5. S.R.

NOTE.—The points in this sketch furnish material sufficient for four or five lessons of 15 minutes each.

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To be the teacher, the guardian, the exemplar of fifty children, year after year, is such an office as demands the utmost skill of man or woman.



## E R R O R S   I N   T E A C H I N G .

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BY ROBT. ALLYN.

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"To err is human" is the half of a dearly-beloved, often-quoted and highly-praised old proverb. We all repeat it, and even seem to take a pride in believing the truth of it; and then, to repay ourselves for the confession, we delight in visiting penalties on the heads of the *errers*, to make a word. All this may work well in practice, though it is slightly inconsistent. When, indeed, the maxim is used to fasten the cloak of a generous charity over the shoulders of an offending fellow mortal, it can not be severely condemned; but when it is quoted to excuse or justify our own laziness, or unthinking haste in action, we can hardly rebuke it too sternly. And, while the human race retains this peculiar human propensity, it will always be profitable to criticise and even censure the erratic steps of those who are set up to be guides of others, or leaders in any good cause. Errors committed by such are doubly serious, inasmuch as they continually change the lights by which the rest of mankind must steer over the dark and unknown sea where we sail to our eternity.

Teachers must lead the grand march of the young intellect of the race, and survey, and mark out, and construct, the roads of human improvement. How important that those roads be properly located and well built the first time! Teachers carry the head-lights for the car of progress, and these lights should be strong and steady, with no coloring or flicker, in order both to reveal the dangers on either hand and to illuminate the track far before the moving train.

With these thoughts in our minds, let us briefly consider a few errors which lead many teachers astray. Some of these are grave errors in principle, and lead to graver errors in practice. Some will chiefly operate to blind the teacher himself, others will almost solely act to discourage the pupil, while others still will affect both teacher and scholar, and also the whole community in which they thrive.

1. The first which is named is "NOTHING MUST BE FORGOTTEN." Of course, this means 'nothing' good. Any other supposition would be simply preposterous; for a thousand bad things ought, if possible, to be utterly forgotten. But many a teacher will insist that of a science learned no part shall be allowed to be forgotten. Hence they prescribe very frequent reviews, and tedious repetitions almost innumerable, of all topics studied, and debar their pupils from advancement till the minutest details can all be recalled with galloping accuracy.

They insist on remembering every thing, till, by their repeated iterations of the same facts and words, the pathway to a full knowledge of any branch of science is worn as bare as a desert and as hard as the Appian Way. Now no man can deny that one object of study is to remember something. But many times it is better to forget. After the house is built, who wants to remember the scaffold? The object of taking food is not to retain it in the stomach, but to incorporate it into the system; and even much of it can never be retained in the system at all. So with knowledge, and especially with discipline. They must be incorporated into the substance of the mind; and this implies that the mind shall be as unconscious of their existence, for the time, as the body is of its muscles. Much of our most profitable discipline has become entirely lost to the consciousness; and memory is a conscious state. Only a small portion of what any one learns can be used in the business of life; and if what is unused were to be remembered, it would be actually in the way,—simply useless lumber. Let it be forgotten, then.

We often mistake the nature of memory, and say we have forgotten names and dates, words and sentences, facts and principles. We can not, indeed, at the moment recall them, but we are sure they are yet remembered, and we all the while know that a very little delay and thought will bring back the clue to the train of associations which will furnish them to the mind clearly and surely. These things are by no means forgotten. Consciousness tells us they are in the storehouse, and we soon, by our search for them, prove that we do remember them. A man who has every item of his knowledge at call can have but a small treasure of wisdom. One who can carry all his money in small change in his wallet certainly is not rich; and he who has a safe full of bills and notes may often be greatly puzzled to put his hand on a particular package which he knows he possesses. There is such a thing as a miser spending so much time in counting his money as to hinder him from improving many an opportunity for making more. And there is also such a thing as compelling a scholar to go over his learning in reviews so frequently and at such an expense of time as shall prevent him from extending his information and from completing his discipline. Even a cow or a goat may grow poor by ruminating too long on the old cuds, while they neglect to crop grass to make new ones. This repetition may be continued, under plea of 'refreshing the memory', till ruts and grooves are worn in the mind, to the damage of the soul and character. Far better is it to forget a great deal than thus to narrow the mind and disgust it with all knowledge.

Much of our knowledge and discipline or culture—and often the most profitable part of it—lies in the mind in a state of suspended animation, like seeds which rest for years in the soil, till they are

turned up by the plow, when sunshine and rain cause them to grow at once. Or this discipline is more like the manure and culture put on good soil, not available for the present year's crop, but only preparatives for the future. The ferns and conifers of the carboniferous era died and left the world covered with stores of fuel and vegetable mould which ages have not yet used. Had they continued to spread their magnificent fronds and gigantic branches, and to erect their sculptured columns, the earth would have been still smothered in miasma. So it may be with knowledge. Let it die and be called forgotten, in part at least, and nobler growths will spring from its decay.

This attempt to make scholars remember every thing entails many a pernicious error in practice. It may be well to name one or two as corollaries to the above discussion. (1) "There can not be too many reviews." This has already been touched, but it is of importance enough to demand further notice, especially as it is a valuable maxim, if properly understood and applied. No study can be mastered without reviews. In this way alone can its separate parts be united and dovetailed together into a coherent whole. But when a child has gone over a study and mastered its details, and, by some judicious reviews and lectures, has soldered all the parts together, or rather has wrought all the bits into a complete mosaic picture, by all means, let him march on to conquer something else. A miner knows that, even if he does leave a few grains of gold in the placer-sand which he has sifted, he can do better in a new place; and so can a scholar often learn more by "forgetting the things that are behind and pressing forward to those that are before"—an exhortation good for him as it is for a Christian. It may be said that a master in study can always learn something by going, for the thousandth time, over any given subject. True, a master may; but a tyro will not always do it. The pupil's eyes are adjusted to see the greater lessons; and if he is compelled to delay till he can distinguish the very small points, he may tire. Besides, a new study is often an excitement, and many times an explanation of the one already gone over. Who has not found that going from arithmetic to algebra, and forgetting a part of the elementary study, has really given a clearer insight into it and a keener relish for it than could have been acquired by any amount of reviewing?

(2) Another abuse of the maxim deserves mention, for it is highly injurious: "He is the best scholar who can soonest recall and recite his knowledge." This is a favorite principle of examining committees and showy and superficial teachers. In stead of its being true, almost the reverse is so; for one who has really comprehended the principles of any science can not so readily recall the scattered facts which have established those principles, while he who only knows facts and holds them in memory by mere association of words can instantaneously recall them. One who could repeat, word for word, a large book de-

clared that he did it by mere word-memory and found it a damage to him. A man who has a large business can not carry the whole of it in his head: he must resort to various helps, such as tablets, memorandums, book-accounts, commonplaces, and the like; while he who only sells a pig or a calf a year can carry the whole trade in his mind. The philosophical arrangement is recalled slowly, while the common word-system finds every syllable a cue to the next. Hence the readiest memory may be a very defective one; and the maxim by which prizes are awarded and applause rendered to prompt recitations, in most cases, is only an indication of a wrong element in the calculation.

(3) Another error grows out of these, and takes this shape: "A few things well learned rather than many only partially understood." This is more nearly a truth than the last quotation. Superficial knowledge is not to be coveted nor recommended. But what is superficiality? Our least-advanced students in Optics are supplied with knowledge which would make all that Newton knew or conjectured to be possible very small and very superficial indeed. If study and learning are to make men adepts in knowing one thing only—mere students of a single phase of nature,—just as division of labor makes one man work all his life at cutting the threads of screws, and another at splitting their heads, then perfect thoroughness in that one branch is correct. But if culture, manhood, is the object sought, then one must in part know many things. Culture is produced by variety. Even perfection in Gymnastics is attained only by using a very large variety of athletic exercises. There will be a thousand different manœuvres to be practiced and performed. If a man only lifts weights, he becomes a giant in this raising of heavy weights, like Dr. Windship. If he uses only the boxing-gloves, he becomes a champion of the ring, like Heenan. But if he will be graceful and healthful, let him use all the machinery and go through with every exploit, even if it is not done with the perfection of a complete master.

To make men, then, with your culture and learning, do not attempt too much. Let the scholar forget something; and let him go, like the bee, to some new flowers before he has completely exhausted the old. Just as he eats his dinner and forgets all about it—unless he is a confirmed dyspeptic or is working to make himself one,—so let him learn his lesson and forget it, if it comes natural to do that—and any teacher will declare that the most natural thing in the world. Let him review somewhat, but do not cover the road he is to travel with stones merely for him to strike his foot against. Let him learn a part only, and fill the details into the outline by-and-by. He will acquire a culture thereby; and this is the end of education, rather than special thoroughness. An architect is a better specimen of a builder than a carpenter, or a joiner, or a bricklayer, or a stair-builder, or a

plasterer, or a painter, or a glazier, because he must know a great deal about every one of these callings, though he may not know any one of them thoroughly. So a man who knows something of a thousand branches ought to be esteemed a better-cultured man—and why not, therefore, a better scholar?—than he who knows all that the present state of science permits him to know of a single subject. The former man is many-sided, liberal-cultured: the latter is narrow, one-sided, rude, and it may be boorish, after all.

*McKendree College, June 16th, 1892.*

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## NOTES ON GRAMMAR.—I.

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Of all the branches of education at present taught in our common schools, no other, perhaps, falls so far short of what it should accomplish as Grammar. If this is a fact (and I believe the voice of the community and the testimony of educational men would both support this proposition), there is an imperative need that we should investigate the causes therefor, and, if possible, propose a remedy.

Ask our County Superintendents in what branch of learning candidates for teaching pass the poorest examinations, and they will answer "Grammar." Listen to many a teacher's words, and you will distinctly detect the assertion "I hate Grammar." Is it a wonder that from pupils comes the echoed reply? Many teachers, who do not express this feeling in words, manifest it in other ways, or, at least, privately entertain it.

This state of things exists. To what are we to attribute the evil? In what lies a remedy? That many a thinking teacher meditates much upon the facts here presented I believe. Let me state what seem to be some of the causes of dislike, among many teachers and pupils, for this most useful part of the common-school course.

*One cause is to be found in the nomenclature.* Let us examine a few cases wherein the names, in stead of aiding, confuse the learner. The pupil, who has long since learned the meaning of the words *common* and *proper*, finds them applied to classes of nouns. He ascertains that *Charles* is not *common*, while *alligator* is; though *Charleses* are far more common, in his estimation, than *alligators*. He learns that *Devil* is proper, while *christian* is not—to him another anomaly. To him it seems *very* singular that *book* is of the *singular* number. To add to his egotism, he learns that *I* is of the *first* person, while *you* is of only secondary importance. What possible consistency can the pupil see in the terms first, second and third persons? To talk to him about the person of *horse* or *tree* seems almost ludicrous. Common gender



is another appellation of mystical meaning to those unacquainted with hermaphrodites. While the student is told that *good* is of the *positive* degree, he thinks that *best* has as much positiveness, if not more. To him *voice*, as applied in Grammar, is a striking name, especially when modified by the adjective *passive*. Personal pronouns, his reason teaches him, are those that denote persons, and the delusion will long haunt him, as every teacher can testify. These and many other perplexities render the nomenclature of our grammars a bar to rapid advancement.

*Another reason that Grammar is so difficult is the contradictory nature of its definitions.*

While I regard Kerl's Grammar as one of the very best published, it can not be denied that his book, like all the rest, has many inconsistencies. Let us notice some of the contradictions and defects of his definitions.

"*A noun or pronoun is of the third person when it denotes the person or thing spoken of.*" Take the sentence "I live here." Does not the pronoun I denote a 'person spoken of', though that person is the speaker? Most certainly.

"*A verb is in the active voice when it represents its subject as acting.*" In the sentence "The horse ran rapidly," the subject is certainly represented as acting, and yet Mr. Kerl himself would not parse *ran* as a verb in the active voice.

"*A verb in the indicative mood expresses an actual occurrence or fact.*" But do not verbs in the potential mood present 'facts' also? In the sentence "George can learn well" what does 'can learn' express, unless a fact.

"*A verb in the present tense expresses a present act or state,*" and "*in the past tense a past act or state.*" Take the sentences "I may go" and "Scholars should learn." Does '*may go*' in the first express a 'present act or state', or '*should learn*' in the second denote 'a past act or state'?

"*A transitive verb is one that has an object, or requires one to complete the sense.*" "The vessel was wrecked in the storm." Was *wrecked* is the verb, and yet it has not, and never can have, an object, though it is a transitive verb. Were the definition "A transitive verb is a verb that expresses an act exerted upon something" (or something to that effect), it would apply equally well to verbs in either voice; but it now can only refer to verbs in the active voice. As it now stands, it is either a source of much perplexity to the pupil, or, what is worse still, a false guide.

These are a few of the many faulty definitions which the pupil learns from one of our best text-books upon Grammar. Can it seem strange that students should consider grammar a very hard and unpleasant study, when the definitions are thus filled with obscurity and

error? Writers upon this science have been too conservative, too fearful of varying from the ancient guides. While geography, arithmetic, etc., have undergone an entire change in their methods of presentation, grammar remains very nearly the same that it was a century ago. The text-books of to-day are, for the most part (to use a musical term), *Lindley Murray, with variations*.

It may be said that since the time of Murray the English language has changed but little, and is substantially the same now as when he wrote. This is true, and it is also true that the absolute knowledge of mathematics is about the same now as it was in the last century; but the methods of instruction in mathematics are entirely different from any in vogue one hundred years ago. The pupil then worked his *sum* by rule: he now solves his problem by analytical reasoning. Is it not true that in grammar we now depend too much upon rule and too little upon reason? In a future paper I shall endeavor to discuss this question.

I. A. S.

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## C O U N T R Y   S C H O O L S .

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COUNTRY SCHOOLS compare unfavorably with city schools, in many particulars.

1. In the graded schools of large towns a young teacher is subject to the supervision of accomplished educators; in the country he superintends himself.

2. In towns and cities the rate of compensation varies enormously, according to the order of talent employed. (Was it not for *teaching* that Agassiz receives three thousand dollars in one week?) In the country a lad with slender education and no experience is paid forty or fifty dollars a month: the highest ability would not command double the amount. "It is more than you could make by plowing; and you only work five days in the week."

3. Country school-houses are seldom or never constructed with reference to the bestowment of maps and apparatus.

4. Modes of instruction in the rural districts have no coherence, no permanency. The teacher is employed for nine months, at the utmost: he must bring his plans to a focus within that time.

5. The great educational agencies of our day — universities, associations, periodicals, lectures — seem to have little power beyond corporation limits: their influence fails in the unpaved districts, as the roar of a bombardment might die away in the tenuous regions of the upper air.

6. In the country public libraries are poorly selected, and private libraries consist chiefly of cumbrous volumes sold at exorbitant prices by subscription. Hence, farmers' boys grow up without a taste for miscellaneous reading. The immense leisure which they enjoy is not improved. They think that they are too tired to read in winter evenings. When they enjoy being gone three or four hours on a coon-hunt, when they are eager to spend the night at a dance, they seriously believe that they are 'too tired' to read half an hour, reading is such drudgery to them.

One morning, before school commenced, a boy nine years old asked me what a *ford* was. I explained as well as I could, and then asked him, in turn, what prompted his question. It seems that I had remarked upon the reading-lesson, the day before, that Byron's *Siege of Corinth* contained some interesting allusions to a kindred topic. The little fellow found the volume in his father's library, and read a part of the poem: meeting with a strange word, he sought an explanation. This was in a city. In that school I found use for McGuffey's Sixth Reader: in country schools I never could see any use for such a book.

In all the particulars I have enumerated farmers might make great improvement, if they thought it worth while. Yet we can not look for rapid improvements in country schools at an early date. It might be expected that good methods of teaching, like good methods of farming, would drive out inferior ones, in fair competition. But no: there is no body of employers able and willing to inspect the work and judge it rightly. Besides, the good work of several years may be in great measure undone by the employment of an unworthy teacher for a single term, just as carmine ink is spoiled by a very slight admixture of black ink.

M.

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## THE FOOT OF THE MAPLE.

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The brook is still rippling over the pebbles

With as silvery tone, and as gentle a flow,  
While, this spring day, I sit at the foot of the maple,  
As it did in the spring day of life, long ago.

The tinkling of herd-bells comes faint from the meadow;  
The murmur of bees in the linden-flowers near,  
And the breath of the lilies from down in the valley,—  
They all seem the same as when last I was here.

The same in themselves; but, alas! for the shadow  
That time has flung heavily over my heart;  
For the gladness, that colored with beauty the landscape,  
Now bears in the chords of my spirit no part.

As I toyed in the mimic cascade of the brooklet,  
Its waters once dashed o'er a wee little hand;  
And, as by the low, pebbly margin I wandered,  
Full tiny the footprints left in the damp sand.

And bright were the bubbles I tossed in the sunshine,  
But bursting full soon, to my childish despair,  
They were types of the bright-tinted life-dreams I've woven,  
To glitter a moment, then burst as in air.

Those hands have, since then, fought with billows more angry,  
Have grappled with dangers, that round me were rife,  
Have steered the frail bark o'er life's coral-reefed ocean,  
Have smitten the rock, at its waters of strife.

But ah! have those fingers been laid in caressing  
On sorrowing heads with woe bowing down?  
Have they ministered oft to the wants of the needy?  
Or for age-furrowed brows wove a reverence crown?

Those feet have, since then, trod in dangerous places,  
Have wandered oft into the highway of sin,  
Have been earnestly turned toward the house of the holy,  
Yet have paused at its threshold, have entered not in.

But the shadows grow longer upon the calm hillside,  
The lilies have folded their pale leaves away,  
And hushed is the hum in the branches above me,—  
All things are bespeaking the close of the day.

'T is the close of life's day: yes, the shadows grow longer,  
And deeper and heavier fall on the heart;  
For I feel, as I turn from the foot of the maple,  
That 't is leaving for ever, as from it I part.

I once left it light-hearted, as thinking full quickly  
To see it again, as it had been before;  
But I turn from it now, with the gloomy foreboding  
That I'll come to this dearly-loved scene never more.

Yes, once will I come, when they lay me down gently,  
Just under the maple, beneath the cool sod;  
While the brook will be murmur'ing a silver-toned requiem  
For the spirit that then will be resting with God.

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LABOR IS GENIUS.—When a lady once asked Turner, the celebrated English painter, what his secret was, he replied: "I have no secret, Madame, but hard work. This is a secret that many never learn, and don't succeed because they do n't learn it. Labor is a genius that changes the world from ugliness to beauty, and the great curse to a great blessing."

OUR STATE SUPERINTENDENT OF INSTRUCTION.

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DR. BATEMAN, the accomplished head of our educational system, has long enjoyed the unbounded confidence of the teachers of the state. And his reputation in other states has been, and is, no less enviable. It is quite generally conceded that, since the days of Horace Mann, no abler or more devoted officer has ever administered the educational affairs of any state than he who is now at the head of our own system.

And this is surely high praise. Illinois is a new state. Its educational policy is a thing of recent creation. Only within a few years has the public attention been favorably centred upon it. Not many years ago free schools were to the last degree unpopular in Illinois. Occasionally we hear, even now, a faint reverberation—a sort of dying echo—of the hostile utterances of former times. Occasionally we see, even now, a politician so unwisely fossilized as to run for office on the old anti-educational platform. Formerly this was the road to power and distinction: now the 'platform' has a 'drop' in it, and belongs to the political gibbet.

Of course, a system established under such circumstances could be only partially copied from older states. Neither Massachusetts nor New York could in detail be imposed upon the people of Illinois. Western men have marked peculiarities. They are not disposed to copy old systems, however successful these may have been elsewhere.

And the wonderful success of our free-school enterprise demonstrates the wisdom of the men who built it up: a wisdom exhibited not merely in adaptation, but often in original conception.

Among these men Dr. Bateman certainly stands preëminent. He was in the ranks, doing faithful and true service, when the first assaults were made upon the ancient prejudices. From that day to this, with a single interval of two years, which were given to the country during the darkest days of the rebellion, he has been a trusted leader in the educational host. And to-day he occupies the highest post, not merely on the educational muster-roll, but also in the confidence and esteem of all true friends of universal culture.

Nor, as we have said, is his reputation confined to Illinois. It is abundantly recognized by the ablest educators every where. The present writer has in his possession letters from eminent men, east and west, who unite in pronouncing his late report the ablest that has appeared for years. Says one of these, "The ablest school report that has come to our table within two years past is the Biennial Report of Superintendent Bateman, of Illinois, for 1867-8. It not only discusses a large number of the important subjects connected with the educational interests of the state, but the discussion of each topic shows a



comprehensive grasp of its fundamental principles, and a familiar acquaintance with its practical details and issues. Its views and conclusions commend themselves as the joint results of a wide experience in school affairs, and of profound and earnest thought and investigation." One of the most honored of the educational men of Massachusetts says "Dr. Bateman, whom I have never had the good fortune to meet, writes admirable reports. His exposition of the Illinois system of schools is capital. I have it in my mind now, clean cut." And so we might continue to quote.

Of such a man we of Illinois may well be proud. Long may he continue to stir us by his eloquence, to instruct us by his wisdom, and to guide us by his official counsel. x.

[We copy the above from the Schoolmaster, to indorse it most thoroughly. Mr. Bateman has labored long and faithfully for the perfection of the school system of our state, and how successfully let her present advanced position testify. We utter but the unanimous testimony of the leading educators of our state when we say that no person within our knowledge can fill his place.]

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## EDITORIAL DEPARTMENT.

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### EDITOR'S CHAIR.

AMERICAN EDUCATION FROM ABROAD.—In the Inaugural Address of James Anthony Froude, M.A., lately called to the Rectorship of the University of St. Andrew's, Scotland, the following mention is made of our system of education.

"An eminent American was once talking to me of the school system in the United States. The boast and glory of it, in his mind, was that every citizen born had a fair and equal start in life. Every one of them knew that he had a chance of becoming President of the Republic, and was spurred to energy by the hope. Young Americans are all educated alike. The aim put before them is to get on. They are like runners in a race, set to push and shoulder for the best places; never to rest contented, but to struggle forward in never-ending competition. It has answered its purpose in a new and unsettled country, where the centre of gravity has not yet determined into its place; but I can not think that such a system as this can be permanent, or that human society constituted on such a principle will ultimately be found tolerable."

In this extract we see the hesitating disposition of human nature to admit the excellence of a system radically different from that in which one has been trained, and which forms the standard of judgment. There is a quite universal reluctance at acknowledging the ultimate success of such a system, even though a present triumph has been achieved for it. In the present instance, this feeling may be heightened by the fact that theories of government are involved, and an admission of error by the head of one of the oldest and most

influential universities of Great Britain would weaken the faith of the rising men of the nation in the divine right of kings and the superior wisdom of a titled aristocracy.

Mr. Froude can not think that the American system can be permanent, or that 'society constituted on such a principle will ultimately be found tolerable'. Why not? If education is a blessing to its possessor, bringing him mental, moral and social enjoyments he knew not before, why not make it a free boon to all? A human mind, wherever found, is susceptible to this culture, and, because it is so, has a right to the privilege of self-elevation. It is only by exercising this right that humanity can be developed to its greatest extent and the greatest amount of happiness realized.

But it is the system of free government, to which free education naturally tends, that most excites the fear of monarchies. They can not realize the fact of an intelligent people cutting loose from all precedents and establishing a fundamental law for their own government and afterward yielding ready submission to it. There may be, indeed, a struggle for triumph of party, as there always has been, even in other governments; but this is one of the means of training which develops the greatest strength of the nation, and places us still farther forward in the path of national greatness. From this universal education, and the friction of mind with mind which must result from it, opportunity is offered for calling men of greater ability and variety of talent to administer the affairs of state than can be given in any other way. History teaches us that the most powerful minds have often risen from the masses, and also that great abilities are not universally vouchsafed to any single family. After all, the learned gentleman admits a possible superiority of our system, and, at the same time, administers a rebuke to his own country for the injustice of her educational policy, as is seen by the following extract.

"If the million lads that swarm in our towns and villages are so trained that at home or in the colonies they can provide for themselves, without passing first through a painful interval of suffering, they will be loyal wherever they may be: good citizens at home, and still Englishmen and Scots on the Canadian lakes or in New Zealand. Our island shores will be stretched till they cover half the globe. It was not so that we colonized America, and we are reaping now the reward of our carelessness. We sent America our convicts. We sent America our Pilgrim Fathers, flinging them out as worse than felons. We said to the Irish cottier, You are a burden upon the rates: go find a home elsewhere. Had we offered him a home in the enormous territories that belong to us, we might have sent him to places where he would have been no burden but a blessing. But we bade him carelessly go where he would, and shift as he could for himself: he went with a sense of burning wrong, and he left a root of bitterness behind him. Injustice and heedlessness have borne their proper fruits. We have raised up against us a mighty empire to be the rival, it may be the successful rival, of our power."

The views of Mr. Froude on the primary objects of education are indicated in the following:

"I ask a modern march-of-intellect man what education is for; and he tells me it is to make educated men. I ask what an educated man is: he tells me it is a man whose intelligence has been cultivated, who knows something of the world he lives in—the different races of men, their languages, their histories, and the books that they have written; and again, modern science, astronomy, geology and physiology, political economy, mathematics, mechanics—every thing, in fact, which an educated man ought to know.

"Education, according to this, means instruction in every thing which human beings have done, thought, or discovered—all history, all languages, all sciences.

"The demands which intelligent people imagine that they can make on the minds of students in this way are something amazing. I will give you a curious illustration of it. When the competitive-examination system was first set on foot, a board of examiners met to draw up their papers of questions. The scale of requirement had first to be settled. Among them a highly-distinguished man, who was to examine in English History, announced that, for himself, he meant to set a paper for which Macaulay might possibly get full marks; and he wished the rest of the examiners to imitate him in the other subjects. I saw the paper which he set. I could myself have answered two questions out of a dozen. And it was gravely expected that ordinary young men of twenty-one, who were to be examined also in Greek and Latin, in moral philosophy, in ancient history, in mathematics, and in two modern languages, were to show a proficiency in each and all of these subjects, which a man of mature age and extraordinary talents, who had devoted his whole time to that special study, had attained only in one of them.

"Under this system teaching becomes cramming; an enormous accumulation of propositions of all sorts and kinds is thrust down the students' throats, to be poured out again, I might say vomited out, into examiners' laps; and this when it is notorious that the sole condition of making progress in any branch of art or knowledge is to leave on one side every thing irrelevant to it, and to throw your undivided energy on the special thing you have in hand.

"Our old Universities are struggling against these absurdities. Yet, when we look at the work which they on their side are doing, it is scarcely more satisfactory. A young man going to Oxford learns the same things which were taught there two centuries ago; but, unlike the old scholars, he learns no lessons of poverty along with it. In his three years' course he will have tasted luxuries unknown to him at home, and contracted habits of self-indulgence which make subsequent hardships unbearable; while his antiquated knowledge, such as it is, has fallen out of the market; there is no demand for him; he is not sustained by the respect of the world, which finds him ignorant of every thing in which it is interested. He is called educated; yet, if circumstances throw him on his own resources, he can not earn a sixpence for himself. An Oxford education fits a man extremely well for the trade of gentleman. I do not know for what other trade it does fit him, as at present constituted. More than one man who has taken high honors there, who has learnt faithfully all that the University undertakes to teach him, has been seen in these late years breaking stones upon a road in Australia. That was all which he was found to be fit for when brought in contact with the primary realities of things.

"It has become necessary to alter all this; but how and in what direction? If I go into modern model schools, I find first of all the three R's, about which we are all agreed; I find next the old Latin and Greek, which the schools must keep to while the Universities confine their honors to these; and then, by way of keeping up with the times, 'abridgments', 'text-books', 'elements', or whatever they are called, of a mixed multitude of matters—history, natural history, physiology, chronology, geology, political economy, and I know not what besides; general knowledge which, in my experience, means general ignorance: stuff arranged admirably for one purpose, and one purpose only—to make a show in examinations. To cram a lad's mind with infinite names of things which he never handled, places he never saw or will see, statements of facts which he can not possibly understand, and must remain merely words to him—this, in my opinion, is like loading his stomach with marbles; for bread giving him a stone.

"I accept without qualification the first principle of our forefathers, that every boy born into the world should be put in the way of maintaining himself in honest independence. No education which does not make this its first aim is worth any thing at all. There are but three ways of living, as some one has said: by working, by begging, or by stealing. Those who do not work, disguise it in whatever pretty language we please, are doing one of the other two. A poor man's child is brought here with no will of his own. We have no right to condemn him to be a mendicant or a rogue; he may fairly demand, therefore, to be put in the way of earning his bread by labor. The practical necessities must take precedence of the intellectual. A tree must be rooted in the soil before it can bear flowers and fruit. A man must learn to stand up-

right upon his own feet, to respect himself, to be independent of charity or accident. It is on this basis only that any superstructure of intellectual cultivation worth having can possibly be built. The old apprenticeship, therefore, was, in my opinion, an excellent system, as the world used to be. The Ten Commandments and a handicraft made a good and wholesome equipment to commence life with. Times are changed. The apprentice plan broke down: partly because it was abused for purposes of tyranny; partly because employers did not care to be burdened with boys whose labor was unprofitable; partly because it opened no road for exceptional clever lads to rise into higher positions; they were started in a groove from which they could never afterward escape.

"Yet the original necessities remain unchanged. The Ten Commandments are as obligatory as ever, and practical ability, the being able to do something and not merely to answer questions, must still be the backbone of the education of every boy who has to earn his bread by manual labor.

"Add knowledge afterward as much as you will, but let it be knowledge which will lead to the doing better each particular work which a boy is practicing, and every fraction of it will thus be useful to him; and if he has it in him to rise, there is no fear but he will find opportunity. The poet Coleridge once said that every man might have two versions of his Bible: one the book that he read, the other the trade that he pursued; he could find perpetual illustrations of every Bible truth in the thoughts which his occupation might open to him. I would say, less fancifully, that every honest occupation to which a man sets his hand would raise him into a philosopher if he mastered all the knowledge that belonged to his craft.

"Every occupation, even the meanest—I do n't say the scavenger's or the chimney-sweep's, but every productive occupation which adds any thing to the capital of mankind,—if followed assiduously with a desire to understand every thing connected with it, is an ascending stair whose summit is no where, and from the successive steps of which the horizon of knowledge perpetually enlarges. Take the lowest and most unskilled labor of all, that of the peasant in the field. The peasant's business is to make the earth grow food; the elementary rules of his art are the simplest, and the rude practice of it the easiest; yet between the worst agriculture and the best lie agricultural chemistry, the application of machinery, the laws of the economy of force, and the most curious problems of physiology. Each step of knowledge gained in these things can be immediately applied and realized. Each point of the science which the laborer masters will make him not only a wiser man but a better workman, and will either lift him, if he is ambitious, to a higher position, or make him more intelligent and more valuable if he remains where he is. If he be one of Lord Brougham's geniuses, he need not go to the Novum Organon; there is no direction in which his own subject will not lead him, if he cares to follow it, to the furthest boundary of thought. Only I insist on this, that information shall go along with practice, and the man's work becomes more profitable while he himself becomes wiser. He may then go far, or he may stop short; but, whichever he do, what he has gained will be real gain, and become part and parcel of himself.

"It sounds like mockery to talk thus of the possible prospects of the toil-worn drudge who drags his limbs at the day's end to his straw pallet, sleeps heavily, and wakes only to renew the weary round. I am but comparing two systems of education, from each of which the expected results may be equally extravagant. I mean only that if there is to be this voice rolling over chaos again, ushering in a millennium, the way to it lies through industrial teaching, where the practical underlies the intellectual. The millions must ever be condemned to toil with their hands, or the race will cease to exist. The beneficent light, when it comes, will be a light which will make labor more productive by being more scientific; which will make the humblest drudgery not unworthy of a human being, by making it at the same time an exercise to his mind.

"I spoke of the field-laborer. I might have gone through the catalogue of manual craftsmen, blacksmiths, carpenters, bricklayers, tailors, cobblers, fishermen, what you will. The same rule applies to them all. Detached facts on miscellaneous subjects, as they are taught at a modern school, are like separate letters of endless alphabets. You may load the mechanical memory with

them till it becomes a marvel of retentiveness. Your young prodigy may amaze examiners, and delight inspectors. His achievements may be emblazoned in blue-books, and furnish matter for flattering reports on the excellence of our educational system; and all this while you have been feeding him with chips of granite. But arrange your letters into words, and each word becomes a thought, a symbol waking in the mind an image of a real thing. Group your words into sentences, and thought is married to thought and produces other thoughts, and the chips of granite become soft bread, wholesome, nutritious, and invigorating. Teach your boys subjects which they can only remember mechanically, and you teach them nothing which it is worth their while to know. Teach them facts and principles which they can apply and use in the work of their lives; and, if the object be to give your clever working lads a chance of rising to become Presidents of the United States, or millionaires with palaces and powdered footmen, the ascent into those blessed conditions will be easier and healthier, along the track of an instructed industry, than by the paths which the most keenly-sharpened wits would be apt to choose for themselves."

EDUCATIONAL MEETINGS DURING VACATION.—For the convenience of the readers of the Teacher, we give a list of educational meetings held during this and the ensuing month. We hope that every one of them will be visited by teachers of our own state.

To commence at home: The usual annual session of the *State Teachers' Institute* will be held at Normal, commencing August 9th and continuing two weeks. This body is composed of teachers from the whole state, and its exercises will be in charge of the Normal Faculty,—a fact which alone is guaranty of their profitable character.

Elsewhere in this number is given the full programme of the meeting of the *Southern-Illinois Association* at Mattoon.

An institute of two weeks' duration will be held at Carbondale, commencing August 8th. It will be a fitting close to the instruction of the Normal Class in Southern-Illinois College, an institution which is doing much for teachers in that section.

The three National Associations meet at Trenton, N. J., on the third week in August, the *Association of State Superintendents* holding Monday; the *American Normal Association*, Tuesday; and the *Normal Teachers' Association*, during the three subsequent days.

The *Ohio State Teachers' Association* will meet at Cleveland, on the 6th, 7th, and 8th inst.

The *Minnesota Association* will meet at Rochester, during the last week in August.

The *American Institute of Instruction* will meet at Portsmouth, N. H., August 3d, 4th, and 5th.

The *Pennsylvania Association* will meet at Greensburg, August 10th, and continue three days.

We forgot to mention in the proper place the meeting of the *Western College Association* at Evanston, in this state, on the 24th day of August, continuing four days.

The *State Association of Iowa* will meet at Marshalltown, August 24, 25, and 26.

That of *New York* meets at Ithaca, July 27, 28, and 29.

FRACTIONS.—As treated in the books, Multiplication of Fractions comprises three cases,—a fraction by a whole number, a whole number by a fraction,



and a fraction by a fraction; and Division is similarly divided. The first two of these cases, in each rule, are each some times divided into two others, making, in all, ten cases in which changes are wrought upon fractions. Now, each one of these may be easily enough presented by the teacher and comprehended by the pupil, when taken by itself; but by the time they have all been presented there has been so much combination of numerator with denominator, and *vice versa*, that there is not much beside confusion in the pupil's mind. The ability on the part of one of a class to answer promptly and correctly all three of the following questions would show an extraordinary comprehension and aptness in the subject: "How do you divide a whole number by a fraction?" "For what case is this the rule? Divide the numerator, *or* multiply the denominator"; and this, "Multiply by the denominator, *and* divide by the numerator."

To assist in avoiding this confusion, the following plan is suggested. Teach the class how a whole number may be changed to an equivalent improper fraction. Then present to them the last case of these three in each rule, explaining it carefully and making numerous applications. The first and second cases can then easily be brought under this one, and the whole matter be much simplified. The whole subject will be much more clearly and permanently left in the minds of the class.

STATE CERTIFICATES.—The attention of teachers is earnestly called to the following circular, from the Department of Public Instruction. The idea of these certificates was originated in this state, and was embodied in the form of a law in the year 1861. Since that time this certificate has been granted to 125 teachers, 30 of whom were ladies, and 95 gentlemen. The whole number is not great, but the list granted each year is larger than the previous one. The good results of the system are various. By it the business of teaching is raised by public enactment to the dignity and permanence of either of the other learned professions. And properly so. Why should the man or woman who has spent years of study in preparation for his vocation, and supplemented them by an equal amount of successful teaching, be subjected to the annoyance, if not the indignity, of a periodical examination, often by men much his inferiors in mental attainment and practical knowledge, any more than should the lawyer or physician?

But of more value than any public recognition is the moral effect upon the teachers themselves. The fact that any person is engaged in a calling which has both permanence and position exerts a reflex influence upon him in his whole conduct. He feels that he is obligated to sustain himself and reflect credit upon his business: a settled purpose is given to his efforts, a unity of aim to his whole life. The effect which the establishment of this grade of certificate has upon the mass of the teachers of the state is of great value. A powerful incentive is offered to seek higher attainments; by self-culture and successful labor to become fitted for admission into the highest rank of the profession. The influence which this ambition is silently exerting upon the best teachers contributes greatly to the general improvement of the profession. If the teachers of the state should feel morally obligated to prepare themselves for this State Diploma, and should apply for it, there would be gained to the profession a respect from the people and a power in society which all anxiously hope for, but which few really set themselves about working for. And is there not such an obligation resting upon every one engaged in so important and ennobling a calling as is the teacher's?

"An Examination for State Teachers' Certificates will be held at the State Normal University, on Tuesday and Wednesday, the 10th and 11th of August next, *provided* not less than ten applications from teachers desiring such examination, and engaging to be present, are received at this office by the 20th of July.

"As soon as the required number of applications are received, the fact will be duly announced to all concerned, by letter or otherwise, from this office, so that all, having timely notice, may govern themselves accordingly. Prompt action is requested, as no examination will be held unless at least ten teachers in the the state desire it, and there will not be time to prepare and print the questions, etc., unless the holding of the examination can be definitely determined upon by the time designated (July 20th).

"Circulars giving full information of the manner of conducting the examination, and of the branches and topics embraced therein, will be furnished, on application, to all who propose to attend.

"The Annual Session of the Illinois State Teachers' Institute, will begin August 9th, and continue two weeks, so that candidates for State Certificates will also have an opportunity of attending the meetings and participating in the exercises of that body, which has already become an established state educational agency of the highest character, and of commanding influence and power. It is expected that the coming session of the Institute will be the most vigorous, interesting and profitable in its history, and the most largely attended. The class to be examined for the State Professional Diploma ought to be the largest that has ever yet convened. It is for the teachers of the state to determine how this shall be.

NEWTON BATEMAN,

"Superintendent of Public Instruction."

THE INDUSTRIAL UNIVERSITY.—Dr. Gregory, the Regent, is now absent in Europe, visiting the industrial schools of England and the Continent. In a private letter, giving some account of the Royal Agricultural College at Cirencester, he says "I see some things to copy and many things to avoid. They are struggling against even greater difficulties in the constituency they have to deal with than we are. They are, however, hopeful, and will yet win their way."

The Spring term of the Illinois Industrial University closed with 80 students in attendance. Of these 65 drew rooms in the building for the ensuing year, besides those who room in families. Many of the former students who were absent during the Spring term have signified their intention to return in the fall. Many new students are sending in their names. During the past term and a half ten students of the classes in Chemistry have worked two hours each day in the laboratory, and have made excellent progress. One resident graduate has also been at work at analysis. The classes in Botany and Agricultural Botany have been full. Seven of the students are now absent on a botanical excursion, under the lead of Prof. Burrill. By the courtesy of the Illinois Central Railroad, they have free passes over its whole extent. Of the class in Civil Engineering, three students are now in the field for the vacation, employed in actual railroad surveys. The students in Agriculture proper have manifested much interest. On the grounds and on the farms voluntary labor has been performed by the students to the amount of 2497 hours, or for the term 5445, amounting to \$680.62.

In the examinations for prize and honorary scholarships, to be held the last of August or the first of September, the Regent offers the following prizes: To the candidate who shall pass the best examination in the studies preparatory to the Agricultural Course, including English Grammar, Arithmetic, Geography, History of United States, and Algebra, \$30; to the second best candidate for the above course, \$20. To the candidate for the course in Mechanics who

shall pass the best examination in the studies above named, and in Plane and Solid Geometry and the Elements of Natural Philosophy, \$30; to the second best, \$20.

**SOUTHERN-ILLINOIS ASSOCIATION.**—As will be seen by the programme, this body will held its first annual meeting in Mattoon, commencing August 30. It is needless for us to urge upon the teachers of that part of the state the necessity and advantage of a full attendance at this meeting. The Executive Committee have presented a programme by which the thoughts of many of the best educators of the state are called for upon questions closely related to the successful work of our profession in the school-room, its elevation, and to the general advance of education. They have done an arduous work well. From the reputation and known ability of the lecturers, it may be taken as certain that the exercises will be characterized by earnestness and directness. If the attendance at the meeting of last year affords any criterion to judge by, the teachers of Southern Illinois will be present in large numbers, and the meeting will be one of the most successful ever held in the state.

**VENTILATION.**—While meditating an editorial upon this all-important subject, we bethought ourselves of the following ‘Apeel’, published some years since, and upon looking it up, find that it puts the subject in so much stronger and clearer light than any thing that we could say that we have concluded to republish it. For there are teachers, as well as ‘sextants’, who need their attention continually called to this matter.

We commend to the careful consideration of all the little calculation about the ‘breths’.

A APEEL TO THE SEXTANT OF THE OLD BRICK MEETINHOUSE.

O sextant of the meetinhouse, which sweeps  
And dusts, or is supposed to, and makes fires,  
And lites the gass, and some times leaves a screw loose,  
In which case it smells offull — worse than lampile;  
And rings the bell, and toles it when men dyes,  
To the grief of survivin pardners, and sweeps paths,  
And for the survases gits \$100 per annum,  
Which them that thinks it's deer let 'em try it,  
Gettin' up before sunlite in all weathers, and  
Kindlin' fiers when the weather is as cold  
As zero, and like as not green wood for kindlins;  
I woodent be hired to do it for no sum —  
But o sextant! there are 1 kommodity  
Wich 's moar than gold, wich do n't cost nothin',  
Worth more than anything except the Sole of Mann —  
I mean power Are, sextant, I mean power Are!  
O it is plenty out o' doors, so plenty it doant no  
What on earth to do with itself, but flys about  
Scatterin' leaves and blowin' off men's hats;  
In short, it 's just 'free as are' out doors,  
But, o sextant, in our church is scarce as piety —  
Scarce as bank bills when agents beg for mishens,  
Which some say is purty often (taint nothin' 2 me,  
Wat I give aint nothin' 2 nobody), but, o sextant,  
U shet 500 men, wimmin & childern,  
Spechally the latter, up in a tite place,  
And some has bad breths, none aint 2 swete,  
Some is fevery, some is scrofulous, some has bad teeth,  
And some aint none, and some aint over clean,

But every 1 on 'em brethes in & out & in say  
 Fifty times a minit, or 1,000,000 & a half  
 Breths an our.  
 Now how long will a church full of are last  
 At that rate? I ask you. Say 15 minits  
 And then what's to be did?  
 Why then they must brethe it all over agin,  
 And then agin, and so on, till each has took it  
 Down at least ten times and let it up agin, and  
 What's moar, the same individual  
 Do n't have the privilege of brethin his own are  
 And no one else, each must take what comes 2 him.  
 O sextant, do n't you no your lungs are belluses,  
 To blow the fier of life, and keep it from  
 Goin' out, and how can belluses blow without wind;  
 And aint wind are? I put it to your consheens.  
 Are is the same to us as milk to babies,  
 Or water is to fish, or pendulums to clox—  
 Or roots and airbs to a Injin doctor,  
 Or little pills unto an Omepath,  
 Or boys to gurls. Are is for us to brethe.  
 And wat signifies who preaches if I can't brethe?  
 Wat's Pol? Wat's Pollus to sinners who are ded?  
 Ded for want of breth! why, sextant, when we dy  
 It's cause we can't brethe no more—that's all.  
 And now, o sextant, let us beg of you  
 2 let a little are in 2 our church  
 (Pewer are is sertain proper for pews),  
 And do it on week days and sundays tew—  
 It aint any trouble—only make a hole,  
 And the are will come in of itself,  
 (It loves to come in where it can get warm)  
 And o how it will rouse the people up,  
 And spirit up the preacher, and stop the gaps  
 And yawns and fidgetings as effectual  
 As winds on the dry Boans the Profit tells of.

**SOUTHERN-ILLINOIS TEACHER.**—This journal, with its May number, makes its first appearance since the destruction of its office by fire, in March last. It will be issued monthly, for the present, in stead of semi-monthly as heretofore. Its editor, Joel G. Morgan, Esq., promises various improvements. The journal is doing a good work.

**RELATIVE WAGES IN MASSACHUSETTS, WISCONSIN, AND ILLINOIS.**—The number of school-teachers in Illinois in 1868 was 19,037; in Massachusetts, for the same year, 7,852; average wages per month for female teachers in Illinois for 1868, \$32.80; in Massachusetts, \$27.84. The number of children attending the public schools of Illinois in 1868 exceeds the number in Massachusetts by over 350,000. The amount expended yearly for school purposes in Chicago is greater than that expended in Boston. Why not, hereafter, call Chicago the 'Hub', and Illinois the greatest state in the Union? There are 12,000 more teachers in Illinois than in Wisconsin. The average monthly wages of male teachers in Wisconsin for 1868 was \$42.90; female teachers, \$27.18; in Illinois for the same year, male teachers, \$42.40; female teachers, \$32.80. S. III. Teacher.

**RHODE-ISLAND SCHOOLMASTER.**—The suspension of this journal will be a source of much regret to all friends of educational literature. For years it was one of the ablest and best conducted among the papers of its kind. The ex-

pression 'As good as the Schoolmaster used to be' has come to our ears from various sources, away off here in the Prairie State. The explanation of its vigorous life has been an enigma to us ever since we have known any thing of educational periodicals. Our only solution was in the *pluck* for which *little Rhody* is renowned. But really, when the labor and responsibility of such an enterprise devolve upon a few, it is no wonder if, with added years and labors, other cares and duties will creep in and occupy time never easily found for the work. The demise of the Schoolmaster is much to be regretted, not only because of the loss of a valuable educational journal, but also as an indication of the condition of educational spirit in the state.

WORDS OF CHEER.—The following extract, taken from the Burlington (Vt.) Free Press, is one of numerous acknowledgments of the high position which the Illinois Teacher occupies as an educational journal. It bestows a deserved compliment upon our able corps of contributors.

"For a long time we have noticed, in various educational and other publications, pithy extracts and suggestive longer essays, all properly credited to the Illinois Teacher. An examination of the first five numbers of the Teacher for the current year has convinced us that this is one of the most valuable publications of its class. It is now in its 15th volume, has able editors and an excellent corps of special contributors. The Vermont School Journal having died of neglect, Vermont teachers should supply its place by subscribing for this, or the Massachusetts Teacher, or some other of equal value."

MR. N. BOLES, Principal of Lebanon Academy, Lebanon, Indiana, is prepared to lecture before institutes during vacation. His subjects are History, English Grammar, and Familiar Science. His lectures on the latter subject will be fully illustrated.

MR. T. C. SWAFFORD, for the last two years of Monmouth, previously of Keithsburg, takes charge of the schools of Abingdon, Knox county, for the next year.

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## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

McKENDREE COLLEGE.—Commencement at McKendree took place on June 10th, 1869. The whole exercises are represented as having had more than their usual interest. Four young men received the Degree of A.B. viz., J. K. Bradley, C. W. Bliss, J. M. Hamil, and F. A. McConaughy. Six were made Bachelors of Science, viz., W. Bradshaw, C. Happy, D. Logan, N. J. Shepherd, J. H. Thomas, and S. Young. Seven received the degree of Master of Arts in course, viz., J. E. Earp, T. Essex, W. H. Krome, J. E. Marshall, E. L. French, E. A. Hoit, and J. Weeden: three gentlemen received the same degree *honoris causa*, viz., Col. J. Merriam, of Atlanta; Rev. E. M. West, of Edwardsville; and Rev. P. W. Blair, jr., of Vandalia. Two ministers of the Gospel received the degree of Doctor of Divinity, viz., Rev. J. Luccock, of Illinois, and Rev. W. T. Lucky, of California, the first graduate of the college. Mr. J. H. Browlee, of the Junior Class, received the Parker Prize for excellence in Decla-



mation. J. M. Hamil and S. Young, of the Senior Class, received the Thompson Prize for Essay-writing. O. B. Griffin has the Stanton and T. Elam the Platonian Scholarship.

**NORMAL UNIVERSITY.**—The annual Commencement exercises of the State University took place on the 24th ult. Twelve young men — Ben. C. Allensworth, Tazewell county; Alfred C. Cotton, Pike county; Charles H. Crandell, Putnam county; Hugh R. Edwards, Winnebago county; William R. Edwards, Winnebago county; James W. Hayes, Champaign county; Charles Howard, LaSalle county; Isaac F. Kleckner, Stephenson county; George G. Manning, Whiteside county; George W. Mason, McLean county; Charles W. Moore, McLean county; and Christopher D. Mowry, Kane county,—and seven young ladies — Lizzie S. Alden, Peoria county; Melissa E. Benton, Lee county; Ella K. Briggs, Logan county; Lucretia C. Davis, Warren county; Jane E. Pennell, McLean county; Maria L. Sykes, Henry county; and Helen M. Wadleigh, LaSalle county,—received diplomas. They form the tenth graduating class of the institution, which has now 118 alumni in all. The literary exercises of the anniversary were of a high order, and the occasion was greatly enjoyed by the friends of the University, who were present in large numbers. At the meeting of the State Board of Education, the Normal Faculty was enlarged by the election of J. W. Cook, Esq., and Mr. McCormick, both of them former graduates of the school, to permanent professorships. Professor Hewett, who has been absent during the past year, by permission of the Board, again returns to his post. The people of the state have reason to be proud of the condition of their Normal University. Never was it so prosperous as to-day, and never before has it exerted so powerful an influence for the cause of education.....President Edwards states that the present annual expense of the Normal University, including salaries, cost of books, etc., is \$27,449.91. He estimates the amount of money annually brought into Normal and expended by the University to be \$150,939.91. At least 20 per cent., or over \$30,000 of this, is clear profit, enough to pay the annual interest at 10 per cent. on over \$300,000 of bonds. So much for the value of the school in mere dollars and cents to the place of its location.

**NORTHWESTERN UNIVERSITY.**—The commencement exercises took place on the 23d ult. The degree of Bachelor of Arts was conferred upon eight young men, and that of Bachelor of Philosophy upon two. The Board of Trustees, after fixing the salary of the President at \$4,500, unanimously elected Rev. E. O. Haven, D.D., LL.D., to that position, which has been vacant for several years. For the last six years Dr. Haven has been President of Michigan University, and during his administration that institution has reached a position which makes it the first literary institution in the country. It is stated that he will probably accept the position just tendered him. Should he do so, his departure from Michigan will be another illustration of the remark we have more than once heard, that that state is successful in training educators for other states. Two years since, Dr. Gregory, for several years her Superintendent of Public Instruction, was called to his present position at Champaign; one year since, Professor J. R. Boise, the distinguished Greek scholar, left her University for a position in the Chicago University; and now, it is said that Dr. Haven goes to Evanston, making the third of Michigan's ablest men who have come to Illinois alone. The Board of Trustees of the University passed a resolution favoring the admission of young ladies upon the same terms and

conditions as young men. The annual reports show that there have been in attendance, during the year, 84 students in the college, and 119 in the preparatory school.

CHICAGO.—At a recent meeting of the Board of Education, the salary of Superintendent was raised to \$4,500; that of Principals of Grammar Schools, male teachers in High School, and Music Teachers, to \$2,200; and that of female teachers in the Grammar Schools to \$800 for the third year and thereafter.

GALESBURG.—At the recent commencement at Knox College, diplomas were conferred upon seven young ladies, graduates from the female collegiate department.....The Board of Education have reappointed the teachers in the public schools—one, a gentleman, at a salary of \$1,200, one lady at \$60 per month, one at \$55, two at \$50, and sixteen at \$45. Only one of the number unconditionally accepted the appointment at the salary assigned.

JACKSONVILLE.—The Second Annual Report of Rev. I. Wilkinson, the Superintendent of Schools—a neatly-executed pamphlet of over one hundred pages,—is on our table. During the past year the city has had 2,814 children between the ages of five and twenty-one: the number registered in the public schools was 1,556; the average attendance was 953. Schools were in session 182 days. Number of cases of tardiness, 10,415, or an average of 11 to each pupil attending; cases of corporal punishment, \$41; per cent. of attendance, 91.1. The report discusses quite fully the different questions which have arisen in connection with the management of the schools. It is evident that there are difficulties and obstacles in the way, which make the situation one of trial. Among the recommendations of the Superintendent are the diminution of the number of text-books, by using a less number and more elementary works in each study; an increase and gradation of salaries of teachers; the employment of female teachers only, in all the ward schools; the establishment of evening schools; the appointment by the Board of a committee of ladies in each ward to serve as a visiting committee in charge of the subjects neatness, physical comforts, attendance, and deportment, to inquire into causes of the non-attendance of so many pupils, and to look after truants and absentees; and the division of the pupils of the schools into two classes,—the *first class* to attend school in the forenoon, and the *second class* to attend in the afternoon. A very searching examination of the highest class in the ward schools was held during the past spring, the defects revealed by which are quite fully reported. Many answers given to the various questions asked are presented, for the purpose, we suppose, of showing the ignorance of the pupils in those respective subjects. Whatever be the object aimed at in this display, it seems to us that no real good can result from it. Defects should, by all means, be pointed out; but let this be done in the spirit of kindness and charity. Certainly they will not be best remedied by display of them before the public in a document of the character of the one before us.....Jacksonville is preparing to build another institution of learning, to be known as the *Whipple Institute*, and to serve as a preparatory department for Illinois College. The building is to be located on West-State street, in the most beautiful part of the city.

PRINCETON.—By the catalogue and circular of the Princeton High School, just received, we find the number of pupils in the various classes to have been,

for the year 1868-'69, 112 males and 120 females, making a total of 232. The school, under the able management of our correspondent H. L. Boltwood, is taking a high stand, and has achieved a complete success. The school is a Public High School, free to the whole township of Princeton, incorporated under a special act, and the first of its kind in the state. Mr. Boltwood, as Principal, is assisted by H. P. French, A.B., Miss M. A. Bowers, Miss F. Cronise, Miss B. B. Snow, and Mr. G. W. Strong.

SPRINGFIELD TEACHERS' INSTITUTE.—The last meeting of our institute was held on Saturday, May 15th, and, thanks to the Programme Committee, was characterized by more than ordinary spirit. After a few suggestions by the Superintendent, relative to the school work in general, and some words of advice upon some specific points, papers presenting various aspects of school experience, especially in the primary departments, were read by two of the ladies of the Fourth-Ward School, and were listened to with marked attention. The gentlemen of the Programme Committee seem to *have a mind* that the day of their exclusive privilege in the meetings of the institute shall end, and, *nolentes volentes*, the ladies are being called upon to take up the load. The effect, thus far, has been to contribute very greatly to the interest of our meetings, and we sincerely trust that the practice will be continued, that the ladies may be in no sense robbed of their rights, or prevented from contributing items of interest such as they alone can give. The Principal of the Second-Ward School read a paper upon *Methods of instruction in Spelling*, accompanying it with illustrative exercises upon the blackboard, which called forth an earnest discussion, participated in by the gentlemen of the institute and several visitors. A *turkey* question, not the great 'Eastern Question', however, divided some of the members of the institute, and furnished material for a very animated and amusing talk. Several very earnest speakers sought to make good their escape from the difficulty, as a last resort, upon a stolen *c.* The Principal of the Fourth Ward occupied the last hour of the morning with very valuable practical remarks upon *Order in the School-Room*. His thoughts all gave evidence of having been wrought out upon the anvil of experience, and were not in any degree made to conform to favorite theories. He deprecated quietness in the school-room merely for the sake of quietness. Nothing is valuable in school discipline but that which promotes work and calls out the working powers of the pupil. Beautiful theories and mechanical operations in school discipline were handled without gloves. That convenient little landing-place, which is found so often in programmes of study, called 'Study', 'General Exercises', etc., received its due share of attention. Thus you see, Mr. Editor, a good degree of vitality is maintained in our teachers' meetings. The spirit of progress is awake, and its influence is being felt in our schools.

SIGMA.

CHRISTIAN COUNTY.—The County Institute met at Taylorville, May 31st, and continued in session five days. Professors Hinman and Hewett were the principal instructors. The exercises were well attended, and an enthusiastic spirit was manifested. The next session of the institute will be held at Pana, commencing Monday, Oct. 25th. The educational interests of Christian county are receiving a new impetus from the active efforts of the County Superintendent, A. McCaskill, Esq., assisted by the live teachers of the county.....A largely-attended and enthusiastic Sabbath-School Convention was held in Taylorville during the same week with the institute.

KENDALL COUNTY.—Emerging from a comatose state of five years' duration, the Kendall County Institute sprang into fullness of life on the 28th of April, continuing so during the rest of the month. The eminently social and genial gentleman who acts as director of the county's school interests, and who 'doth not behave himself unseemly' as such, viz., W. S. Coy, Esq., was happy. Every body could see that. And he should have been. In their bloom and beauty might be seen about sixty 'fair women' and a few 'brave men', who had responded to his call. They were a goodly multitude in numbers, comeliness, and enthusiasm. The participators in the educational work of the institute were Mr. Burbank, Principal of the Bristol school; Prof. Hazeltine, of Clark Seminary, Aurora; W. H. V. Raymond, of Springfield; Rev. Mr. Mead, of Aurora; O. W. Herrick, of Chicago; the Principal of the Plano Public School; Rev. O. Adams, of Chicago; the Principal of the Yorkville Public School; and Prof. E. C. Hewett, of the Normal University. Mr. Burbank did the work in *Reading*, and very successfully, too, exhibiting much skill in interesting his class, as well as in controlling certain turbulent spirits, who thought it proper to test the instructor's ingenuity in that direction. They seemed entirely satisfied with the result. The lessons consisted of exercises upon a selection in Hillard's Fifth Reader, entitled *Birds*, affording quite ample scope for the study of ornithology in a juvenile way, and the results were in a high degree interesting and satisfactory. Prof. Hazeltine talked methods of study in *Grammar*—and Prof. H. is radical, rooty, seedy. Now please understand me. I do n't mean fanatical or 'gone to seed': I simply mean that the views he presents are *root* views, that his ideas are *seed* ideas, and the only question which can arise as to the profitableness of their expression at an institute-meeting of teachers is, "Is the soil into which they are dropped strong enough and warm enough to send out shoots from the one or to germinate the other?" One conclusion from Mr. H.'s philosophy, which he himself draws (though not necessarily, as it seems to me), may provoke from many *smart* teachers a sneer, but it will do them no harm to think of it, review the basis of their own views, should they differ, and be more intelligently convinced in their own minds, if nothing more. Mr. H. says the best way he has discovered of teaching children to read is to commence with a, b, c and the pen-knife, in the old-fashioned way. I suppose he would not object to a quill-pen as an equivalent to the knife, however. Mr. Hazeltine lectured, on the evening of the 28th, on the *History of the English Language*. The treatise was rich and instructive. One passage of curious information for the readers of Waverley I will venture to give you. Usually, said the lecturer, names of primitive substances or forms of life are Saxon, while those describing manufactured articles, articles after the intervention of human agency, are Norman. Thus, hog and ox are Saxon, while pork and beef are Norman; and it was this distinction which gave point to the fool Wamba's declaration in Ivanhoe, that if the *hogs* were permitted to go without the inclosure over night they would be *Norman* in the morning. Mr. Raymond gave exercises in *Addition* upon Walton's Arithmetical Cards, to the confusion of some, the triumph of others, and the interest of all. He also talked on the *Practice of Teaching*. *Methods* were nothing if treated as so many dry sticks or pebbles, to be thrown promiscuously about in the school-room according to order. Every effective method must have a vital connection with the mind of the teacher, must be a growth from it, either as a seedling or a graft. To take a

method which you can not make logical and a thing of power to your own mind, because some body you have been taught to regard as authority recommends it, is folly. But no methods, however true and powerful, will make an impression on a mind unprepared to receive them. Thrust a piece of tin into the camera and place before it the most striking object under the most fervent solar heat, and no picture results. A properly-prepared plate only will take the impression. The influence of careful attention to the details of school work, upon what are usually called the main objects of such work, should never be overlooked. And great danger lies here. Every act done by the pupil, no matter how trifling, should always be done just as well as the pupil can possibly do it. The influence upon his general intellectual habits is great. Rev. Mr. Mead, of Aurora, lectured on the evening of the 29th: Subject, *Faith and Facts*. The lecturer designed to show the correspondence of Bible truth with other truth. His style was felicitous; but, under the impression that his audience did not appreciate the subject, he omitted what promised to be the most instructive and satisfactory part of the address. He hurled, however, well-deserved and effective rebuke at those anointed heads who "never knows what I is goin to say. I depends altogether on the sperit." As if, said the speaker, the Lord offered a premium on laziness. O. W. Herrick gave an exposition of the *Constitution of the United States*, and its claims as a study in our schools. It was well done and made a valuable impression. The Principal of the Plano Public School read a sensible essay touching the qualifications of a teacher. Rev. O. Adams delivered an address, on the 30th. The Principal of the Yorkville Public School gave an exercise in *Arithmetic*; and Mr. Hewett an exercise in *Geography* and a practical lecture on the art of *School Government*. No rules should be made until the necessity for them appeared, and no violation should be overlooked. Mr. H. illustrated his views with great pertinency, as he always does, and his work, though brief, could not but be of decided service. A charming class of young ladies from Mr. Burbank's school enlivened the Sociable on the last evening with song and spirited gymnastic practice. Mr. Burbank's own inimitable rendering of the inebriate's song on signing the pledge convulsed and delighted the whole party. BUCKLE.

## FROM ABROAD.

CALIFORNIA.—During the year 1868 this state had 1,213 schools, 1,056 school districts, 676 male and 924 female teachers, 68,959 pupils enrolled, 55,084 average number belonging, total school revenue of \$1,257,068, and total expenditure of \$1,137,128; the latter item being about \$18,000 less than for the previous year.....The regular session of the *State Teachers' Institute* was held at San Francisco, May 4. Beyond the President's Address and two or three essays, the exercises were made up of discussions about text-books and methods of teaching. Of the occasion, the editor of the California Teacher tersely remarks, "As to *quantity*, there was no lack. As to *quality*, all of us can do better next year.".....The *State Normal School* graduated thirty pupils at the close of the last year, May 21st. Rev. Wm. T. Lucky was reelected Principal, at a salary of \$3,000. Mr. Lucky was the first graduate of McKendree College in this state, and is the leader among the educational men of the Pacific coast.

MICHIGAN UNIVERSITY.—The annual exhibit of this institution shows a total of 1107 students in attendance during the present year, divided as follows: Department of Science, Literature, and Arts, 409; Department of Medicine and Surgery, 357; Department of Law, 341. In this connection we give some statistics of a few of the largest educational institutions in the country.

	Students.	Faculty.	Library.
Michigan University	has.....1107	..... 33	..... 25,000 vols.
Oberlin College, Ohio,	" .....1100	..... 22	..... 10,000 "
Harvard University, Mass.,	" .....1050	..... 62	.....180,000 "
Columbia College, N.Y.,	" ..... 754	..... 70	..... 20,000 "
Yale College, Conn.,	" ..... 724	..... 51	..... 81,000 "
College of City of New York,	" ..... 785	..... 28	..... 15,000 "
University of Notre Dame, Ind.,	" ..... 500	..... 45	..... 8,000 "
University of Virginia,	" ..... 475	..... 24	..... 35,000 "
Cornell University, N.Y.,	" ..... 385	..... 30	..... 16,000 "



## NOTICES OF BOOKS AND PERIODICALS.

(71) In a space much less than usual, the author of this Arithmetic has managed to present all the principles and cases of the subject really necessary, and also much more work in their application than is found in most books. His definitions are brief and simple, his explanations concise and, in most cases, sufficiently plain, and his rules practical. The accomplishment of so much in so little space has been made by omitting several cases which are only applications to a different class of numbers of a principle already presented. Mr. Peck very sensibly regards the changing of a denominate number, a denominate fraction and a denominate decimal to units of a lower order as belonging in the same case, and places them accordingly. This condensation of matter and manner gives space for many more than the usual number of practical problems, many of which are adapted to mental solution. The principal mistake we notice in the book is in the discussion of Duodecimals. The author says "Feet multiplied by inches give sq. inches, twelfths of a square foot." Again, "Inches multiplied by inches give square inches or seconds, one-hundred-and-forty-fourths of a square foot." This use of the term *square inch* to designate both these denominations is wrong, and apt to confuse the pupil. The same mistake is made in using the term 'cubic inch'. To illustrate our idea, we quote, "Square inches multiplied by inches give cubic in. or seconds, hundred-forty-fourths of a cubic foot." The author seems to have forgotten that, *practically*, the only divisions of length in this rule are feet and primes, or inches: of surface, feet, primes, and seconds, or sq. inches; and of capacity, feet, primes, seconds, and thirds, or cubic inches. He confounds the inch which is a definite quantity, not necessarily one twelfth of a foot, with either of the other denominations of whatever measure. We consider that a teacher who understands his subject and is awake to his work can produce excellent results from this book, for the reason that it calls out his teaching powers more than most others.

(72) ANY step which is calculated to bring the teacher more directly in contact with his class should be hailed as one of progress. The more completely a teacher presents his subject by his own words, by the animated expression of his countenance, and by the magnetism of his own eye, the more thoroughly will he excite a wide-awake interest in his classes. This idea has been adopted in the preparation of the book under notice. In its scope it embraces the ground compassed in the 'Intellectual' and the 'Rudiments', by the same author. The two works are so combined that a subject is treated intellectually and practically in the same connection. With slight exception, the subjects presented are such as a book of this scope should discuss. We doubt the necessity of presenting here the topic Duodecimals, or that of Alligation, even though it be briefly done. This work and the 'Complete Arithmetic', by the same author, comprise the full course of Arithmetic, usually presented in four books.

(73) WE have received parts first and second of this work, and have examined them with much interest. The author uses Manesca's method, with some modifications and decided improvements. The lessons are very gradually progressive, and, being intended to aid the pupil in *speaking* French, the error of Ollendorf and his imitators, of developing the rules of the language by illustrative sentences, is avoided. In stead, the natural method of giving additional words to be learned and combined with the sentences of the preceding lessons, or into independent sentences, is employed throughout. Each lesson comprises a vocabulary, an oral exercise, and a theme to be written. At the close of the first part there are 12 pages containing a résumé of the grammatical principles involved in the preceding lessons. For convenience, the

(71) A PRACTICAL BUSINESS ARITHMETIC. By Whitman Peck, A.M. J. W. Schermerhorn & Co., New York. 293 pages.

(72) COMBINATION ARITHMETIC. By John F. Stoddard, A.M. Sheldon & Co., New York. 380 pages, 16mo.

(73) KERTEL'S ORAL METHOD WITH FRENCH. Parts I and II. Sheldon & Co., New York.

work is divided into three parts. The first two parts, now before us, contain 126 lessons. It seems to us that this work, faithfully taught, will give much more satisfactory results in the ability to converse in French than the books mostly used. We recommend it to teachers for examination.

(74) To the large class of students of Latin — especially in our Western schools — who, without taking a collegiate course, yet wish to pursue the study to some extent, this edition of Virgil is an especial boon. Containing all that is necessary for the study of the poet, in maps, illustrative engravings, and vocabulary, with a Life of Virgil, and copious notes and grammatical references, it is also a luxury to the eye, in itself attracting to the study. It is printed on delicately-tinted paper, in clear open type, and is the finest edition of Virgil yet issued from the American press. The vocabulary seems very carefully prepared, and, in addition, are given Dr. Taylor's Questions on the Aeneid, and a fac-simile of a page of one of the oldest manuscripts of Virgil in existence. Teachers whose classes read only the first six books of the Aeneid will do well to examine and use this edition.

(75) This manual comes more nearly to our ideal of what such a book should be than any other with which we are acquainted. The directions for physical culture in the first pages are very clear, so that any teacher can easily — even without previous experience — practice them in his class, and they are not so numerous and minute as to require a special enthusiasm in teacher and class to carry them through. The chapters on Production of Tone, Vocal Analysis, and Articulation, are excellent, though brief. Indeed, we are not sure but the brevity itself is a leading excellence in the book. It is one which a teacher may use in classes with sure certainty of successful results; while for private study and practice it is admirable.

(76) We have received two numbers of this valuable paper, and cordially commend it as containing articles of practical importance to all, illustrated by fine engravings. How a publication of so much intrinsic value can be afforded at so low a rate can only be accounted for by an extensive circulation. Although primarily intended for the manufacturer and builder, it contains many articles of interest and value to all persons. Teachers, especially, will find in its pages many subjects that they can use profitably for their pupils and themselves.

(74) THE FIRST SIX BOOKS OF VIRGIL'S AENEID: with explanatory notes, a lexicon, and a map. By Edward Searing, Professor of Latin in Milton College, Wisconsin. A. S. Barnes & Co., New York and Chicago; Woolworth, Ainsworth & Co., Boston.

(75) MANUAL OF PHYSICAL AND VOCAL TRAINING. By L. B. Monroe, Superintendent of Physical and Vocal Culture in the Boston Public Schools. Cowperthwait & Co., Philadelphia.

(76) THE MANUFACTURER AND BUILDER. Published Monthly, at \$1.50 a year (4 copies for \$5.00), by Western & Co., 37 Park Row, New York.

## POSTSCRIPT.

STATE TEACHERS' INSTITUTE.—Since this number of the Teacher was made up, we have received a letter from President Edwards from which we quote as follows:

"The Institute will begin as advertised, August 9th. Preparations will be made for dividing the Institute into sections, for discussing, respectively, the methods and work of primary, grammar and high schools. I am inclined to think that this will render the meeting more practically useful to all who attend. The promise of attendance and of help is excellent.

"Dr. Bateman's Examination for State Certificates will be held during the first days of the Institute.

"The Institute also presents an excellent opportunity for securing situations as teachers, as well as for securing teachers for vacant situations. Last year a large number of teachers and school-officers were mutually accommodated in this way.

"We are hoping to make this year's meeting the best of the series."



PROGRAMME

OF THE

**First Annual Meeting**

OF THE

SOUTHERN ILLINOIS

**Educational Association,**

HELD AT MATTOON, ILLINOIS,

Commencing Aug. 30, 1869.



"ILLINOIS TEACHER" PRINT, PEORIA.

# Programme of Exercises.

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## Tuesday Forenoon.

- 9.00- 9.10, Song and Prayer.  
9.10- 9.30, Address of Welcome.  
9.30-10.10, Response and President's Address: by ROBERT ALLYN, D.D., President McKendree College.  
10.10-10.30, Exercise in Singing: by Prof. A. C. WILLIAMS, Jacksonville.  
10.30-10.40, Recess.  
10.40-11.10, Lecture — *How can Teaching be made a Profession, and a Professional Education be given to Teachers?* by D. S. WENTWORTH, Principal Cook County Normal School.  
11.10-11.40, Discussion of the same.  
11.40-12.00, Miscellaneous Business.

## Tuesday Afternoon.

- 2.00- 2.10, Song and Prayer.  
2.10- 2.40, Lecture on *Reading*: by RICHARD EDWARDS, LL.D., President Illinois Normal University.  
2.40- 3.25, Lecture — *How can Instruction in Morality be imparted to pupils of our schools, and how can they be guarded against the evil influences to which they are there exposed?* by J. M. GREGORY, Regent Illinois Industrial University.  
3.25-3.35, Recess.  
3.35- 4.15, Discussion of Dr. Gregory's Lecture.  
4.15- 4.35, Lecture on *Penmanship*: by Prof. W. M. SCRIBNER, Chicago.  
4.35- 5.00, Miscellaneous Business.

## Tuesday Evening.

Lecture: Hon. NEWTON BATEMAN, State Superintendent of Public Instruction.

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## Wednesday Forenoon.

- 9.00- 9.10, Song and Prayer.  
9.10- 9.40, Exercise in Singing: by Prof. A. C. WILLIAMS.  
9.40-10.10, Lecture — *Course of Study for Grammar and High Schools*: by S. H. WHITE, Principal Peoria High School.  
10.10-10.40, Discussion of the same.  
10.40-10.50, Recess.  
10.50-11.35, Lecture — *Relation of Colleges, Academies and High Schools to our system of Public Instruction*: by J. C. TULLY, Superintendent of Montgomery County.  
11.35-12.00, Discussion of the same.

## Wednesday Afternoon.

2.00- 2.10, Song and Prayer.

2.10- 2.40, Lecture on *Geography*: by Prof. E. C. HEWETT, Normal University.

2.40- 3.10, Lecture—*Should each County maintain a County Normal School?* by  
H. H. HARRIS, Raleigh, Saline County.

3.10- 3.40, Discussion of the same.

3.40-3.50, Recess.

3.50- 4.20, Lecture on *Penmanship*: by Prof. ROBERT SPENCER, Milwaukee.

4.20- 5.00, Miscellaneous Business.

## Wednesday Evening.

Lecture: Maj. J. B. MERWIN, St. Louis, Editor "Journal of Education."

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## Thursday Forenoon.

9.00- 9.10, Song and Prayer.

9.10- 9.40, Singing Exercise: by Prof. A. C. WILLIAMS.

9.40-10.10, Lecture—*Should Reporting and Marking Scholarship, Punctuality and Deportment be practiced in schools?* by R. P. RIDER, Principal Litchfield Graded School.

10.10-10.40, Discussion of the same.

10.40-10.50, Recess.

10.50-11.20, Lecture—*Is Close Grading possible and desirable in all schools?* by  
B. G. ROOTS, Tamaroa, Perry County.

11.20-12.00, Discussion of the same.

## Thursday Afternoon.

2.00- 2.10, Song and Prayer.

2.10- 2.50, Lecture—*How can pupils be so trained in the school-room that the knowledge there acquired can be made immediately available in the real duties of life?* by JOEL G. MORGAN, Editor "Southern Illinois Teacher."

2.50- 3.20, Discussion of the same.

3.20-3.30, Recess.

3.30- 4.00, Lecture on *Penmanship*: by Prof. S. H. POTTER, Philadelphia.

4.00- 5.00, Miscellaneous Business.

## Thursday Evening.

Lecture and Elocutionary Entertainment: by Prof. KIDD, Cincinnati, Ohio.

CLARK BRADEN,  
WILLIAM F. GORRELL, } *Executive*  
N. P. GATES, } *Committee.*

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FELLOW TEACHERS: Let us have an association which, for earnest work, punctuality, and good order, shall be worthy of our great state, and not a reproach to its teachers. Let each come prepared to give his best thoughts in few words.

Let those who would examine books and school apparatus, as well as those who exhibit them, do so at other than programme time, so that our devotional and other exercises shall not be a mockery and a farce.

The citizens of Mattoon will provide free entertainment for the ladies of the association, and the hotels will entertain others at reduced rates. Persons desiring places of entertainment will find the local committee at the reception-room of the Essex House on arriving at the depot.

The Illinois Central and St. Louis & Indianapolis Railroads will return delegates free to points from which they started on said roads. A reduction of fare will perhaps be made on other roads.



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# ILLINOIS TEACHER.

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## COUNTY NORMAL SCHOOLS.

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BY N. E. WORTHINGTON,  
County Superintendent, Peoria County, Illinois.

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WE are here to inquire how the schools of Illinois can be made better: not the schools of the cities and towns alone, but those of the prairies, the cross-roads, and the country neighborhoods. Our graded and high schools can take care of themselves. Located, generally, at the centres of wealth and population, they have the money to secure the best talent. Out of our army of 20,000 Illinois teachers they select the generals. They place them in noble buildings, and surround them with every aid and appliance of the teacher's profession. They expect, in return for their liberality, rich results; and they ought not to be, and are not, disappointed.

We are here to plead for the high privates of the army; for those who toil in cheerless, inconvenient and unfurnished rooms—who do the most work, at the greatest disadvantage, for the least pay. We are here to ask that an opportunity to earn promotion may look every teacher in the face, throughout the length and breadth of the state. We are here to inquire if our free-school system ought not to confer, as far as possible, equal advantages upon the children of the country as upon those of the town; to inquire if it is right to educate at the public expense a class of teachers who, from their limited number, command such salaries as only wealthy districts can pay, to the exclusion of others, not less enterprising, but only less fortunate; and to press the inquiry why, if teachers are so much better by professional training, measures ought not to be at once taken to give to all its advantages.

The majority of our teachers are doubtless faithful, energetic, and

earnest. They do the best they can. If they fail, it is not through negligence, but from the simple want of knowing what to do, or how to do it. Their education has had in view, mainly, the acquisition of knowledge. They have sought their own personal improvement. They have studied their own development. Their training has been of that general character best calculated, perhaps, to provide for the common wants of society, but without reference to any special calling or profession. They may have been students; but when the student becomes a teacher, he finds that his knowledge is by no means all that is necessary for his success. He realizes that this is the foundation only, and that the superstructure is yet to be built.

A thorough teacher must be a thorough scholar. But thorough scholarship does not always imply success in the school-room. Our college-graduates make many sad failures. They overshoot the mark. They deal with little children as they would with grown-up men. They want them to think before they know how to see. They appeal to their intellects when they ought to be training their senses. They violate Nature's law, and chagrin and disappointment are the penalties. How much greater the failure when both scholarship and a knowledge of the philosophy of education are wanting. It is through the teacher that we must reach the schools. "A stream can rise no higher than its fountain." Poor teachers proverbially make poor scholars; and the reverse is equally true. Take two adjoining districts. If, at the end of a year, the character of one school is good and of the other bad, if one is called hard to govern and the other easy, you have but to change teachers, and before the close of the next year the schools will have changed characters.

How can we increase the number of *efficient teachers*? is, then, a vital question; and the hopes of the earnest friends of common schools rest in the answer. We have the material: what preparation does it need? The future educators of Illinois are now pupils attending schools. How shall their education be directed, to make them better than their predecessors?

The first thought will be, if the present generation of teachers lacks professional training, that *this*, at least, should be supplied to the next. And the conclusion immediately follows that whatever means is best adapted for supplying this deficiency ought to be within the reach of every one who aspires to the profession.

The question of the utility of Normal Schools, happily, at this day, requires but brief consideration. Introduced as an experiment by the advanced friends of popular education, they have demonstrated their usefulness in every community in which they have been established. They are no longer experiments. Suggested originally, doubtless, by the special schools for the other learned professions, they needed only a trial to prove their equal relative value. It would be singular,

if the doctor must have his diploma from a medical college, if a lawyer must work his slow way through an office or a law-school, if the minister must have his theology revised and approved by a seminary, that the teacher alone should draw from a common fountain, open to all and partaken of by all, the knowledge, graces and accomplishments adequate to his weighty responsibilities. Men of thought and judgment said No. If one profession requires special culture, so does another; and *that* profession more than *all* others upon which hang the destinies of the world.

It is the province of the Normal School to give this special culture; to place before its students the results of the experience of the past; to furnish them, at the commencement of their career, with the rich stores of practical knowledge that others have acquired only by years of painful toil and experiment; to open the door and explain how the noisy, boisterous group of children, brimful of fun and vitality, shall be organized, classified, and converted into a quiet, orderly, hard-working school; to investigate the laws of mental development, and thereby deduce a natural order and system of education; to teach how to observe, how to think, how to study; to go beneath the rules and formulas of the text-books, to the principles from which they spring; to examine by theory and practice methods of instruction,—criticising those that are faulty and recommending those that are correct, showing what is wrong and why, and what is right and why. It is the province of the Normal School to push aside the veil, and, as far as possible, examine the hidden springs of human actions, for it is the knowledge of these that furnishes the chart of school government; to analyze the motives that prompt to good or bad deeds; to lay bare the key-board of the passions, upon which the fingers of the teacher, playing like a skillful musician, may evolve peace, order, harmony, or noise, discord, and confusion.

There can be no doubt as to the effect of such a course of instruction. There are, and will be, good teachers who have never attended a Normal School; just as there are good doctors and ministers who have never seen a college or a seminary; just as there are self-made men who have become great, not in consequence but in spite of surrounding circumstances. But these exceptions furnish no argument. Native talent, however bright, will gain additional lustre by cultivation. The best teachers in the world might have been better by the advice, knowledge and experience of their brethren.

But we are not left to conjecture or the conclusions of argument alone for the demonstration of the value of normal training. We have it as a matter of fact, right here in the State of Illinois, a patent fact, 'known and read of all men'. If there were no other normal school in existence, our own noble University would, with its brief experience, furnish ample proof of the worth and success of special

culture. Its pupils have given in many school-rooms practical illustrations of their superiority. They have brought to their work enlarged views, correct theories, and hearty enthusiasm. Nor has their usefulness been confined to their individual spheres of action. A spirit of healthy emulation has been engendered in other teachers. Watching closely the labors of their normal brothers, as of those especially educated for their profession, they have compared them with their own, adopting what was approved, and neglecting what was condemned. They have thereby been led to *think*, and earnest thought in the right direction is the key that unlocks the door of success to every teacher. The people, too, the patrons and supporters of our schools, upon whose aid, sympathy and approbation we all must rely, have felt and answered the quickened zeal of their teachers, by increased interest and enlarged liberality. We venture the assertion that, in no single instance within our state where a well-qualified normal graduate has had charge of the schools of a town or village for the period of one year has the cause of common-school education failed to be invigorated, strengthened, and elevated.

But we are not confined to our own state for this positive testimony. Horace Mann, whose judgment no one will dispute, pronounced the success of the normal schools in Massachusetts "a practical demonstration of their high value as agencies for supplying the common schools with competent teachers," and emphatically declared them "indispensable for carrying forward a system of common schools." In his Eleventh Annual Report as Secretary of the State Board of Education, he says, speaking Normal Schools, "these institutions are steadily fulfilling their great mission." "They are gradually revolutionizing the methods and processes of instruction, improving its quality, and enlarging its quantity, throughout the state." Hon. Edgerton Ryerson, Chief Superintendent of Public Instruction of Upper Canada, says, "Wherever Normal Schools have been established, it has been found that the demand for regularly-trained teachers has exceeded the supply which the Normal Schools have been able to provide. This is so in the United States, and in France. It is most painfully and pressingly so in England, Ireland, and Scotland. I was told by the head-masters of the great Normal Schools in London, in Dublin, in Glasgow, and Edinburgh, that such was the demand for pupils of the Normal Schools as teachers, that, in many instances, they found it impossible to retain them in the Normal Schools during the prescribed course, even when it was limited to a year." Mr. Northrop, whose acquaintance with the actual work of normal teachers is equal to if not greater than that of any other man in America, declares, "The more I visit schools and observe their methods and results, the stronger is my conviction of the necessity and usefulness of Normal Schools. They have greatly elevated the standard of qualifi-



cation for teaching, both among teachers and in the popular estimate. The graduates, as a general fact, have shown greater thoroughness, more system in the arrangement of studies and in the programme of daily duties, more enthusiasm in their work, and devotion to their profession." The Board of Trustees of the State Normal School of Rhode Island report to the Assembly "that the almost uniform testimony is in favor of the marked superiority of teachers from Normal Schools." Equally favorable testimony is given concerning the State Normal School of Connecticut. Indeed, so concordant and so full is the evidence, that the Hon. E. E. White, Commissioner of Common Schools for the State of Ohio, in 1865, in response to a resolution of the General Assembly inquiring as to the practical results of normal schools and their success as agencies in the preparation of teachers, declares, upon a review of the whole subject, "that the only difficulty in answering these inquiries arises from the abundance and high character of the testimony on hand." He adds, "The experiment of specially training persons for the teacher's office has been tried on a scale so wide, under such a diversity of conditions, and with such a uniformity of results, that the evidence of its success is not only manifold, but superabundant for citation as testimony."

As we intimated before, we do not mean to deny that there are many teachers in our state, who have never attended a normal school, equally as competent and successful as those who have. We do not mean to say that the normal school is a universal panacea for all the teacher's ailments. We do not mean to say that all normal teachers, or even all normal graduates, are good teachers. We do not mean to say that the best of them are free from faults. On the contrary, we think that the majority are prone at first to some slight errors, and those, too, errors that are, perhaps, incident to their course of training. We think they are a little inclined, some times, to make 'great whales of some very small fishes'—a fault, however, that is soon eradicated by common sense and actual experience. But we do mean to say that, every thing else being equal, those who have had the advantage of special culture are the superiors of those who have not, and that they are just as much superior as our judgment would lead us to believe that time, thought and study given to any work would render one more capable of doing that work speedily, thoroughly, and satisfactorily.

If these conclusions, then, are correct, it is certainly of the highest importance to so extend our normal facilities that the greatest number of teachers may share their advantages. The state has assumed the education of its youth. It compels the payment of taxes for the support of schools. It has shouldered the responsibility, and can not shirk the consequences. Its graded and high schools have taken the places of seminaries and academies, or have only left one here and

there as a kind of hospital for young ladies of weak intellects, or a quasi reform-school for boys of incorrigible habits. The state has driven private enterprise from the field: it must give us something better in its place. No standard short of the highest can be adopted. We may not reach it in a day, but it must be ever kept in view and steadily pursued. If we believe that the schools of the state would, to-day, be more useful, more efficient, and of a higher grade, if every teacher employed for the last five years had received a normal education, it is our imperative duty to see that, for the future, a policy shall be adopted, liberal and permanent, that will be adequate to the accomplishment of this great object.

Through what agencies can the work be done? Either by a system of State Normal Schools, or by a system of County Normal Schools. We think best by a system of County Normal Schools. One, two or three universities will not be sufficient. Our army of teachers falls but little short of twenty thousand. Its ranks must be annually reinforced. Few, comparatively, remain in the profession all their lives. Young men are looking for something more lucrative, and young women *will* get married. Ambition and matrimony have robbed the school-room of many an ornament. The best we can do is to be prepared to fill the vacancies. If all are to be specially educated who intend to teach, nothing less would suffice than a normal school as extensive as our present university in every congressional district. Can we expect this? Is there any probability that any legislature will establish such a system of schools? or, if once established, that every succeeding legislature would appropriate the necessary funds for carrying them on? We all know something of the workings of legislative bodies. These annual grants would be next to impossible, or, if given, would be tainted by what rings, what steals, what corruption. No! to our mind, this plan is neither feasible nor desirable. If facilities for normal instruction are offered to all teachers, it must be a gradual work, and can be done no faster than the people are persuaded of its necessity.

Let the legislature pass an enabling act, by which each county, at its pleasure, through its board of supervisors, if adopting township organization, or if not, through its county court, may establish a county normal. These bodies directly represent the people. They are composed of men from different parts of the county, who are in daily contact with those interested in schools. Their action is not apt to be premature, but, on the contrary, deliberate, and well advised. There will be but little opportunity for corruption, as they are directly under the eyes of their constituents. The authority to establish these schools will not be exercised by the legislature, which, from the size of the state, can but imperfectly legislate for our local wants, but will be transferred to the counties, virtually handed back to the

people, in whom resides all authority. All the legislature will have to do will be to legalize agencies through which the people can act.

Another reason for the establishment of county normal schools is that they will be attended by a larger proportion of teachers than can be induced to attend state or district universities. As a proof of this statement, out of the forty pupils who were enrolled in our Peoria County Normal School during the term just closed (Dec. 24th), but one purposed attending the State Normal. In the Cook County Normal, out of sixty-seven, only five, and in the Bureau County Normal, out of forty-five, not one, so far as can be ascertained, would have attended our State School. The reasons are obvious. These county schools will be at home. The cost of traveling is avoided. The proximity to their relatives, for self-boarders, materially reduces their expenses. Young men and young women attending are under the supervision of their parents at a time in life when parental care and advice are most valuable. The schools will be emphatically home institutions, brought to the doors of those preparing to teach and of those who employ teachers. To the one they will leave no excuse for the want of proper preparation; to the other they will constantly suggest the feasibility of securing qualified teachers. Directors will say, If we have a normal school in our county, why not have a normal teacher for our school? Our district helps to pay the tax, and it ought to reap some of the advantages. The result must be an elevation of the standard of qualifications for teaching. The tax-payers will demand it, because they are paying for it. The teachers will acquiesce cheerfully. Professional pride, pecuniary emolument, the pressure of the people, and the desire for personal improvement, will be motives strong enough to induce them to prepare for any reasonable standard that may be required.

But how shall these schools be supported? We answer, either by direct taxation, imposed as other taxes are, by whatever counties may establish the schools, or, indirectly, by authorizing such counties to apply a portion of the school-fund annually distributed to them upon the auditor's warrant. There could be no impropriety in this use of the State Fund, as, after its distribution, it belongs to the different counties severally, and each would act for itself. Its application to the support of a normal school would be voluntary with the county, and would inure to the benefit of the whole county. As it is now, each district receives a small sum from the State Fund for supporting its schools. If a part of the fund were diverted to the support of a normal, any district that saw fit could supply the deficiency by an increased levy, or could shorten proportionately their school-terms. Even by the latter course they would be ultimately the gainers, for it is quality, and not quantity, that tells in a school; or, if the method by direct tax be preferred, the amount and the manner of collecting

could be fixed by the body determining other matters of county revenue.

How shall they be organized, and by whom controlled? Let the Board of Supervisors or County Court, as the case may be, appoint a Board of Trustees. Let them have the entire management of the school, subject to such restrictions as the enabling act may impose. Their terms of office should not expire at the same time. For instance, they would be elected at first for one, two and three years: thereafter let one-third be elected annually, for three years. In this way the complexion of the board could not be changed at every annual election. They would still, by the power of election, be ultimately responsible to the Board of Supervisors or County Court, and yet would be free from the effect of any sudden whim or caprice of these bodies.

Provision should also be made by the enabling act for the union of two or more counties when unable singly to support a school. As before intimated, County Normals have been already organized in three counties — Cook, Bureau, and Peoria. In the two latter counties no new buildings have been required: ample accommodations, ready for use, have been tendered, and are now occupied free of expense. In Cook county bids for the permanent location of the school have been made, ranging in value from \$10,000 to \$60,000. Judging from the action of these counties, and from the advantages, both educational and pecuniary, that must accrue to any town securing the location, it is safe to presume that the cost of buildings and grounds is an element that may in most cases be left out of the calculation. This leaves, then, only the outlay for actual current expenses, of which we subjoin the following estimate.

Salary of Principal.....	\$2,000
“ “ Assistant.....	1,000
“ “ Principal of Training Department.....	1,000
Fuel, Repairs, Janitor, etc.....	500
Total.....	<u>\$4,500</u>

This supposes the school to be continued for ten months. With the aid of the older pupils, to whom the practice in conducting more advanced recitations, in addition to the regular course in the training department, would be valuable, this corps of teachers would be sufficient, ordinarily, for one hundred scholars.

The County of Peoria pays \$75,000 annually to teachers alone. Her Normal School costs about \$3,500 per year. Can there be any doubt that an outlay of this amount, or of even \$50,000 annually, for the support of a normal school that would, after an existence of a few years, furnish trained teachers for all the schools of the county, would be not only productive of the greatest good, but, measured by its results, would be positive economy?

We believe that the great want of our common schools, to-day, is more competent teachers. We believe the best way to supply that want is to give every teacher an education that will fit him for the profession. We believe the surest and the quickest way to accomplish this is by the establishment of County Normal Schools. We would do nothing in any way to weaken our present noble University: on the contrary, we would build it up, strengthen it, extend its course of instruction, make it the pride of the state and a model for the nation. The county schools would be in no way antagonistic: on the contrary, a central university, whose course of instruction is wide, deep, thorough, whose professors are men of culture, scholarship, and prestige, would be more than ever needed to furnish principals and teachers for the county schools. The University would be the fountain, the County Schools the rills through which its influence would reach every school-district in the commonwealth. The University would be the Alma Mater, the County Schools the healthy offspring, reflecting honor on their cherished mother. Towns and cities would no longer hold the monopoly of special culture and trained talent; but teachers educated for their profession, enthusiastic in their profession, and proud of their profession, would be within the reach of every enterprising district, whether on the prairies or in the city, throughout the state.

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## WRITTEN EXERCISES FOR COUNTRY SCHOOLS.

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BY J. H. KNAPP,

County Superintendent, Knox County, Illinois.

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THAT scholars may better learn spelling, punctuation, the use of capital letters, rapid writing, ready and exact expressions of ideas, we recommend a variety of written exercises for daily use.

Let scholars practice in school the branches of education most used in the business of life.

Every school-room should have a zone of good blackboard, about three and one half feet wide, extending entirely around, on its smooth walls; also, belonging to the district, two dozen of uniform slates, say nine by twelve inches, costing three dollars per dozen; a few quires of cap, legal cap, bill and note paper, a few lead-pencils, and a box each of slate-pencils and chalk crayons. The room thus furnished, the teacher may introduce some of the following exercises.

After the opening of the morning and afternoon sessions of school, as the Primaries, who read first, using Primer, First or Second Read-



er, have finished their lessons, in stead of being sent to their seats to play, or to get asleep, let them stand at the blackboard, and nicely print a portion of their next reading-lesson, while the teacher hears other classes. Where there is not sufficient blackboard, slates may be used. Those in the Second Reader may begin to use the Script letters. Cards, containing the Script capital and small letters, should be conspicuously placed on the wall, for the scholars' reference.

Again, in the time of the reading-lessons for more advanced scholars, the reading may occasionally be shortened a few minutes and each member of the class occupy that time in writing upon the board, neatly, and in connected, grammatical expressions, what he remembers of the lesson just read. This work is to be criticised first by the class, and then by the teacher. At times a principle or rule of Arithmetic may be written from memory; as a large class can as quickly write it as separately recite it orally. Let at least half the exercises in spelling be done in writing by those who can write.

Scholars studying Grammar should be required to bring, written on slate or paper, original sentences, illustrating principles of preceding lesson or lessons. A little *doing things* is better than much '*know how*' without practice.

A few test questions for written review and examination, in any branch studied, may some times be given to take the place of a regular lesson, no books of reference being allowed the scholar at such times. Where there are several classes in Geography, usually a small number in each, all may go to the recitation-seat at the same time, and, while the younger scholars recite orally, the older ones may write their lesson on the board from memory, as if reciting orally. As soon as written, the lesson is virtually recited, although parts may afterward be read, and the whole work criticised by the class, noticing spelling, punctuation, use of capitals, mode of expression, and workmanship. The written method applies to map-questions as well as to descriptive Geography. The questions should not be written, but all answers, in any recitation, should be stated in complete and connected sentences.

For the purpose of cultivating language and giving more definite and connected ideas of subjects studied, let the scholars be required to give the teacher, at the recitation, without questions, what they have learned. The common practice of pumping every part of a lesson from pupils, by questions, should be discarded.

At the time mentioned in the daily programme for writing, which should be about half an hour, in which every scholar in school should write, it is not always best, even for penmanship, that all rigidly follow a copy before them; let them try a while their independence in forming letters, and see how well they can make a page on the slate

or paper appear, in transcribing a piece of prose or poetry from their readers. The younger ones may print.

Again, at such times, let the older ones, boys especially, learn to write business forms: as orders, receipts, notes, bills of sale, also filling out blank contracts, agreements, bonds, deeds, mortgages, etc. These forms should be practiced until one can 'draw them up' from memory.

#### COMPOSITIONS.

The word composition should hardly be used in our country schools: it frightens: a better name for the work may be Language Exercises. There are two ends to be accomplished in this work: one, to be able to present original and interesting thoughts; the other, to express well what is known. The latter should be first taught.

First, let the teacher dictate slowly the words of a stanza in poetry, or a paragraph in prose, for scholars to write; then, at a given time, all pass papers or slates to the teacher for criticisms. In this first-step lesson, only the orthography, punctuation, use of capitals, dividing words at the end of lines, left-hand margin, and penmanship, are noticed.

All words and ideas are first furnished the scholar. A second step may furnish ideas and but few words, then require the scholars to clothe the thoughts in proper language. For this purpose, let the teacher read but once a short, spicy story, with points clear, or relate an anecdote, or fable; then ask the pupils to reproduce the ideas in their own language. Previous oral narrations will much assist in this work.

Again, as an exercise, let a familiar object—as, for example, a panel-door—be placed before the class, and, as each part is pointed out and described, let scholars spell on the slate its name; then, knowing the parts and their names, let a description of the object be written by all, by naming the parts which compose the object, and telling the use of these parts.

*Example.*—A Door. Parts: top rail, bottom rail, lock-rail, stiles, panels, munting, pins, wedges, lock, latch, knob, hinges, and screws.

The door of our school-room is composed of pine wood, iron, porcelain, and paint. Its size is 6 ft. 8 in. high, 2 ft. 8 in. wide, and  $1\frac{3}{4}$  in. thick. The parts are two vertical stiles, into which are framed a top, a bottom, and a lock-rail. Between these rails and stiles are four panels, raised on one side, and separated by a vertical munting. The whole frame-work is held together by wooden pins and wedges. The porcelain part is the knob, used in lifting the latch and opening the door. The iron parts are the lock and latch for fastening the door, and the screws and hinges for hanging it to the casing. The paint,

which is of a brown color, is used for beauty and preservation. The door is used to open and close the entrance to the room.

A pocket-knife, chair, water-pail, broom, etc., may be used as objects and subjects for such compositions.

In addition to the above, more advanced scholars should write abstracts of studies pursued, also advertisements of property for sale, articles lost, animals strayed, etc.; also, they should have practice in writing letters of business, friendship, recommendation, introduction, invitation, etc.; and they may write to business firms, ordering goods, or negotiating bargains, etc. The dating, form of beginning and ending, dividing words at the end of lines, margin, paragraphs, folding, superscription, etc., should be practiced under the careful direction of the teacher.

The work specified in this article is wholly practical, and may and should be used in every common school.

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## SPONTANEOUS EDUCATION COMPARED WITH SCHOOL EDUCATION.

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BY W. A. JONES, OF AURORA.

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WE often hear people whose education is spontaneous say they would prefer that a boy be educated in the store, on the farm, or in the shop,—would rather he should have that education which comes of contact with *men and things*, than a mere school education. The education which they so value, and which is valuable, I would call spontaneous education. This kind of education is not to be undervalued.

Mr. Victor M. Rice, Superintendent of Public Instruction of the State of New York, is reported by the papers to have said that to pass a law *compelling* the people, indiscriminately, to send their children to the public schools would be tyrannical—the school-buildings, appliances and *methods of instruction* being as they now are. This seems to me to be equivalent to affirming that the product of the schools is *below* the standard of spontaneous education in the state. Possibly so. Is New York alone in this situation?

To further illustrate the progress of spontaneous education: Take three unschooled boys of good capacity: place one in a machine-shop, one in a store, and one on a farm: each, left to his own observations, would in a few years acquire a respectable knowledge of his business. In the cases supposed, each is placed in a current of phenomena

which the mind by its own energies converts into knowledge of a given business. I would not intimate that each would so quickly or so perfectly acquire knowledge and skill in his business as though he had been well schooled. I give the illustration to show that the educating—drawing-out process—goes forward spontaneously; that, given the material and spiritual phenomena, and a human being in a normal condition, and education is a *necessary* result.

The peculiar traits of spontaneous education are dependent on the corresponding traits of phenomena which happen to impress themselves on the mind. A boy, on coming to years of maturity, having been subjected to the physical phenomena of China, to the manners and customs and modes of thought as they there appear, would, by force of circumstances, become a Chinaman: *i. e.*, would exhibit all the traits of the Chinaman. He would become a Turk, a Russian, a Frenchman, or an American, as the phenomena presented differ.

Now the object of the *school* is education. How, then, stands *spontaneous* education as related to *school* education? Wherein differs the former from the latter? In this: Spontaneous education proceeds without a *plan*, purposely and intelligently devised to bring about a specific result. It proceeds, in a measure, fortuitously, and the product is what the surroundings make it. It may be said, in some instances, to proceed according to a purpose, as in the case of a boy put to a trade: it is understood that a certain class of phenomena will be presented to his mind, which will convert these phenomena into knowledge of the given business; but in this case the purpose has reference more to something to be done physically—more to the acquisition of skill in physical manipulations—than to the development of the powers and faculties, as such, of the human soul.

On the contrary, school education proceeds according to a plan, consciously and purposely adopted; devised in the light of knowledge of all the powers of the being to be educated—planned with special reference to these powers. The school may be said to regard the pupil—

(1) As a being whose present and future happiness and usefulness depend on a certain amount of physical training and development; and, to secure these, it devises specific exercises founded on a knowledge of the nature of the powers to be trained.

(2) It regards the pupil as an intellectual being, and recognizes the fact that his mind acts in different modes, which may be called faculties, and, according to the office which they perform, may be called Perceptive or Presentative, Conceptive or Representative, Reflective, and Intuitive faculties.

(3) The school recognizes the fact that there is a *natural* order in

which these faculties unfold themselves, and that there is a *time* when each faculty, in order, attains its greatest power of activity.

(4) It recognizes the fact that all the forms of mental activity embraced in these faculties are to be systematically exercised at the different periods of their development, and right habits of action established in connection with each class of faculties.

(5) The subjects selected for the 'course of study' on account of their educatory value contain facts and truths important to know as matter of information—as furnishing to the mind of the future man and woman.

To secure this mental training and development, those branches of study are selected which contain the material for a systematic exercise, in their natural order, of all the faculties of the mind. That material is so arranged as to be adapted to the different stages of mental development of the pupil. The *methods* employed in presenting the different subjects are such as to draw out—educère—into full and free activity the several faculties and powers of the mind. Right *habits* of action are established in connection with each class of faculties.

Further, the school regards the pupil as a *moral* being, whose character is to be *formed* and *fixed* by training the sensibilities and the will; and to this end, it instructs him in a knowledge of himself,—pointing out the effects of violated physical, mental and moral law, and *compelling*, if need be, from the highest possible stand-point, obedience to all these last until obedience becomes habit.

The school also regards the pupil as a religious being, and teaches him the sanctions and duties—not of a sect, nor of a creed,—but of religion.

The school regards the pupil in his future political relations. It is in these relations the state has an interest. So far as the physical, intellectual, moral and religious education of the child is concerned, all that has yet been mentioned might as appropriately be aimed at in a monarchy, or an aristocracy, as in a democracy. But the political education of the citizens of a democratic republican state, like that of Illinois, must be *widely* different from the political education of a citizen of Berlin, or Paris, or London.

The ideas and doctrines concerning the nature of human government which were formed in the minds of the people of this country, which finally found expression in the Declaration of Independence, which were embodied in the Federal Constitution in such form as to carry them into practical effect, and which are beginning to be realized, are *radically* different from those which have been handed down from generation to generation in the Old World. As the early nations have come into the light of history, they have appeared organized under some form or other of monarchy or aristocracy, no other form of government being possible under the circumstances.



Their rulers have held their authority—not from the ‘consent of the governed’, but by *right* of the *might* of themselves or their ancestors in *seizing* and retaining it. The idea which has prevailed, and which still prevails, to a greater or less extent, in all the countries of Europe is that government is a power *above* the people—supreme—sovereign—acting down upon the people, and having an origin of such remote antiquity that its authority is not to be questioned or inquired into—even that the king or emperor rules by divine right.

On the contrary, government in this country is regarded as a species of agency, exercised by the will and at the pleasure of the principals—the people. The power which the government wields is *not* held of its own right, but by special grant of the people who have constituted it. It may be modified, enlarged, abridged, or annulled, at the pleasure of the people for whose benefit it was conferred and is to be exercised.

In the *old* world the rights of the people are considered in the nature of grants conferred by government. In the *new*, the rights of the government are grants conferred by the people. It is the people who are supreme—sovereign. The government has no power but such as it holds *from* the people and during the people’s pleasure. “All just powers of government are derived from the consent of the governed,” saith the Declaration.

It is, then, the object of the school, in the political education of its pupils, to train them up in the *spirit* of the government; and to this end it instructs them in the origin, history and constitution of the government of the republic.

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## SKETCH OF A LESSON IN COLOR.

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BY MISS R. E. WALLACE, AURORA.

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[Adapted to Children from 8 to 10 years of age.]

*General Object.*—To exercise the Presentative, Representative and Reflective Faculties, and to cultivate Language.

*Specific Object.*—To develop ideas, and teach the names of the standard, lightest tint, and darkest shade of *Brown*.

*Points.*—(1) The standard brown is called *Chocolate*.

(2) The lightest tint of brown is called *Russet*.

(3) The darkest shade of brown is called *Umber*.

*Method.*—(1) Tr. brings before the class a box of colored blocks.

Selecting one, she shows it. Who can tell me what color this is? H.R. Ch.—It is *brown*. What brown is it? H.R. (From previous lesson Ch. will answer) The standard brown. C.D., S.R. Suppose I should send May to the store to get me some ribbon of that color, what would she ask the clerk for? H.R. For some 'standard brown' ribbon. Tr.—Yes. And how many think it would be nice to have a name for the standard, so that any one may know what we want without saying 'the standard' every time? H.R. Tr.—The standard brown is called *chocolate*. I.R., S.R., W.B., children spelling words.

(2) (During this, different children have selected the lightest tint of brown and the darkest shade.) Tr.—What has this little girl? H.R. Ch.—She has the lightest tint of brown. C.D., S.R. Tr.—How many know what it is called? If none know, Tr. asks: How many ever saw any kind of *fruit* that was of this color? H.R. Mary.—Some apples are of that color. C.D. Tr.—Who knows what they are called? H.R. Jennie.—Russets. C.D., S.R. Tr.—Yes; and those apples are named from their color. Who can tell me now what we call the lightest tint of brown? H.R. Julia.—The lightest tint of brown is called *russet*. S.R., W.B. Ch. spell words.

(3) Tr.—Who can tell me what I have here? H.R. Ch.—The darkest shade of brown. C.D., S.R. How many would like to know its name? H.R. Tr. gives Point 3. I.R., S.R., W.B. Ch. spell words.

*Summary.*—Tr. reviews thoroughly and rapidly the statements written on the board, erases, and removes the blocks. Tr.—I would like to have five little boys and girls bring me some thing of the color we've been talking about to-day. Ch. do so. Tr.—Who can tell me what color these are? H.R. Ch.—They are the standard brown. C.D. Tr.—How many can tell me that in other words? H.R. Mary.—They are *chocolate*-colored. C.D., S.R. Tr.—You may tell me what the standard brown is called? I.R. of Point 1. S.R. Tr. pursues similar plan for Points 2 and 3. Tr. should have many specimens brought by Ch.

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EXPLANATION OF ABBREVIATIONS.—Tr. = Teacher; Ch. = Child or Children; I.R. = Individual recitation; S.R. = Simultaneous recitation; H.R. = Hands raised; W.B. = Write on blackboard; C.D. = Class decide.

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A TEACHER must learn the characters of his pupils, intellectual and moral, before he can successfully teach them.

## EDITORIAL DEPARTMENT.

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EDITOR'S CHAIR.

MULTIPLICITY OF LITERARY INSTITUTIONS.—In no case is the old adage 'In union there is strength' more strictly true than when applied to literary institutions. A glance at the colleges of our country is sufficient to clearly illustrate the fact that where abundant resources have enabled the gathering of large corps of instructors, large libraries, and abundant means of illustration, there is strength in the general administration, and the work of thorough education moves grandly forward. A large faculty allows a division of labor, and care and minuteness of instruction not otherwise attainable. A grade of scholarship can be secured on the part of the instructor not possible where several branches are taught by a single person. A union of means allows the gathering of extensive libraries, apparatus, museums, and other sources of general information. In every one of the important features of a higher literary instruction would such a union be a gain, while in no respect, save, perhaps, that of convenience of access, could there be a loss. And even this loss would be only apparent; for, if an institution of the scholarship usually sustained by our colleges were needed in any locality, a public school of higher grade would be established for the purpose of supplying it. It is a fact amply demonstrated, and admitted by all who have given the subject their attention, that, for instruction embraced in the course of the high school and those of lower grade, schools under state control are preferable to any others.

It is not necessarily implied that different courses of study shall be restricted in their scope or deprived of their distinctive features, for the purpose of this consolidation. Special vocations require special training; and to be fitted for his calling, a student must receive such training. If scientific and technical instruction can not be successfully given in the same school with pure literary culture—a theory which is urged by many, but in a fair way to be practically disproved,—let there be separate institutions for literature and the applied sciences. Yet there is good reason for urging that in those studies in which the two courses correspond they should be pursued in common. The study of algebra will have the same disciplinary effect upon the mind of a student preparing for the ministry, whether he be in a class composed of young architects or of young ministers. There is a certain amount of culture which all well-developed minds must receive; and why should they not be trained together in the higher common branches as well as in the lower—in geometry and general science, as well as in arithmetic and grammar?

To make an application of our idea, let us look at the higher institutions in our own state. In the last report of Hon. Newton Bateman, Superintendent of Public Instruction for the state, there are given statistics of nineteen colleges whose course covers that usually embraced in four years, none of which are for the exclusive instruction of females. These nineteen colleges contained, at the time of making their returns, 1,059 students pursuing the full course; 2,599 pursuing other courses, including the preparatory; they had 176 members in their faculties; the value of their buildings, grounds, etc., was

\$1,272,662; they had an aggregate endowment of \$1,649,044; and their libraries contained 54,910 volumes.

Now suppose these 1,059 students, with one-third of the whole number of instructors—and we incline to the opinion that they receive much more than this part of the time employed in instruction,—to be gathered together in one institution: in many respects they would be more favorably situated for the purpose of acquiring an education. Each one of the instructors would, by the division of labor, be expected to teach only some single specialty, and, as a result, the instruction would be much more thorough and exhaustive than could possibly be the case otherwise. The course of study would be made more comprehensive, and, in stead of institutions giving instruction to beginners in elementary things, we should have a college in reality as well as in name, where a breadth of culture could be given which is not possible now. Then the incentives to effort and the advantages for greater and more varied culture, which are always increased when larger numbers are associated for the same purpose, are by no means to be overlooked.

If we now look at the value of the buildings, grounds, etc., of these colleges, we shall find that one-third the amount would be sufficient to supply abundantly all these wants of a central institution, leaving over \$800,000 to be added to the endowment, or used to increase the library, or furnish additional means of instruction. Turning to the endowments of these institutions, we find that six of them have less than \$25,000 each, that ten others have not to exceed \$100,000 each, leaving only three having more than that sum. It is not difficult to form an idea of the strength of such institutions as agents in the work of education; for, though money and learning may not generally be associated in this country, the history of our higher schools shows that wealth of endowment is a necessity to their greatest efficiency.

It is hardly necessary to allude to their libraries. A library, with a disposition to research on the students' part, is sufficient, of itself, to make scholars. Of these 54,910 volumes, it is safe to say that by far the larger part are duplicates of each other. Probably there are not more than 20,000 different volumes in all of them.

We feel tempted to say a word of the need of so many colleges in this state. Let us refer to comparative statistics. The State of Massachusetts, with a population in 1865 of 1,267,000, had in 1855 five colleges. Since that time one other school for a high grade of instruction has been established—the Massachusetts Institute of Technology. Yet there is no state in the Union which furnishes to its citizens so extended privileges for education as this one. New York, with a population at the same time of 3,880,000, has 23 colleges. Illinois, having a population of 2,141,000, has, if we take the number who have made reports to the State Superintendent, 19 universities or colleges beside any under public control, but according to the report of a recent statistician, himself for a long time one of the most prominent educators of the country, there are over 30 institutions in the state bearing one or the other of the above titles. Massachusetts, with the advantage of her age, long-established institutions, and the intellectual character of her people, has one college to 210,000 inhabitants; New York, much like Massachusetts in these respects, has one to about 170,000; while Illinois, with her comparatively newly-settled condition, undeveloped resources, and agricultural population, has one to about 100,000. These facts are sufficient to explain why so many eastern institutions number

men from this state on their catalogues, and to preclude her being celebrated for the great excellence of her institutions for high literary culture and scientific attainment.

THE CHINESE.—The accession of so many of these people to our shores already, and the probability of their reception in large numbers into most of the states, promise a new condition in the educational problem of the country. At present the immigrants are almost entirely males, who come with a view of remaining only for a time and of ultimately returning to the Celestial land. But they will gradually adopt this country for a home and furnish a new element in American civilization. Their preparation for citizenship in a free government will be a greater work than that of any other race which has hitherto come among us. In this work the schools of the country will be the first and principal agency. Already the churches of San Francisco are opening schools for the education of Chinese girls, who are increasing there in large numbers.

To give an idea of the opportunities for education in their native land, and, by inference, of the character of the material they furnish to be developed by our schools, we present a brief sketch of the educational system of China.

A correspondent of the London Times says that there are eighteen distinct languages in this country, besides the court dialect; and, although the written language is so contrived as to denote by the same character the sounds of each of the nineteen different words, all of which it equally represents, *this is of no advantage to the multitude who can not read*. Bayard Taylor says that it is his deliberate opinion that the Chinese are morally the most debased people on the face of the earth. Forms of vice, which, in other countries, are barely named, are in China so common that they excite no comment among the natives. They constitute the surface-level, and below them there are depths on depths of depravity so shocking and horrible that their character can not even be hinted. *Per contra*, Rev. Wm. C. Milne, an old missionary among them, expresses himself as positively that the Chinese are not so debased as Mr. Taylor represents. Hon. Victor M. Rice, late Superintendent of Schools in the State of New York, having made the condition of education in different countries a subject of special investigation, reports that China has had a system of popular education in active operation for many centuries. The art of writing has been known and generally taught from a period long anterior to the Christian era. The art of printing is of unknown antiquity. The state, however, does not support primary schools. Schools of this grade correspond to our private schools, being established by the teachers and supported by tuition-fees. He says that travelers, missionaries, and men connected with foreign embassies, agree in saying that about all the male population can read and write, but the women receive no education at school or at home.

From these various opinions the reader can form some idea of the educational condition of the masses in China. So far as we have been enabled to compare statements, we infer that the number who can read and write is very limited. Even these attainments are not allowed to the females, save to a few of the daughters of the wealthy. It is not considered that education fits them for filling any better their station in life. Since there are no free schools, the knowledge of the masses of the males must be of the most rudimentary character. The studies taught in the primary schools are the works of Confucius



and Mencius, whose writings they commit to memory, and the history of the empire. They begin to write when they enter school. One authority includes, also, grammar, ethics, mathematics, and astronomy. Though the state neglects primary instruction, it provides an advanced course in its universities, of which there is one in nearly every large city. The design of these institutions is to encourage the students to the study of literature. The studies pursued are the 'five classics' and the 'four books', being a part of the thirteen works which together are called the 'Chinese Classics'. The study of mathematics or the sciences is considered of trifling importance, compared with these; and if a student wishes to pursue them, he must do it at his leisure, without expecting to receive any particular aid from his teachers. The officers of state are selected from those who have reached a certain degree of proficiency in these higher studies. In no other government is literary attainment so purely the basis for promotion in office. Admission to these colleges is by a competitive examination, which, theoretically, is very searching, but practically it some times is a mere form. Corruption often vitiates the whole process, and favoritism determines largely who shall be admitted and the relative rank of students after admission. Position is made a thing of purchase. For instance, a teacher's salary is increased from one to two thousand dollars per year by presents received from his pupils. Students residing in the college are expected to remember their teacher in this manner on each recurrence of his birthday; that of his wife; of his parents, if living; at the time of the national festivals in the fifth, eighth and eleventh months; and at New Year's. Notwithstanding this corruption, these colleges secure the object for which they were established—that of stimulating the students to write essays and poems of a high order.

As they come to our shores, they are representatives of the lower classes, whose education is essentially a blank, and whose moral status is more nearly described by Mr. Taylor than is that of any other class. They are represented as industrious, quiet, and frugal, but also deceitful, cunning, revengeful, and intemperate. If they should remain among us in colonies, their influence upon our people would be something to be counteracted; but if, as seems more likely to be the case, they become scattered among the families in the capacity of servants, mingling with the household, the question of their management and education becomes one of the gravest import.

GEORGE PEABODY.—At a special meeting of the Trustees of the Peabody Education Fund, held at Norwich on the 1st ult., the General Agent, Dr. Sears, made his report of operations during the past year. The enterprise has been so carefully conducted that the outlay, including all expenses, has not equaled the interest on the bonds, so that the principal remains untouched. The agent's labors during the year have been confined chiefly to the States of Tennessee and Arkansas. Dr. Sears's manner of approaching the people has been such as to enlist their sympathy and active coöperation. The schools which he has established have generally been aided by a gift of from one to two thirds the amount necessary to commence them, and the remainder has been raised by the people themselves. Of those which have been opened, many will soon be self-sustaining. The schools established thus far are chiefly for normal instruction, three of them being intended for the training of colored teachers. The majority of them, however, are for the exclusive benefit of the

whites, as the gifts from the North, with the aid of the Freedmen's Bureau, have been sufficient to make provision for the colored race.

A letter from the donor of this fund was read at the meeting, from which we present the following extracts. The noble spirit which it breathes must excite strong feelings of admiration for the writer and gratitude to him on the part of our whole people.

"I have constantly watched, with great interest and careful attention, the proceedings of your board, and it is most gratifying to me now to be able to express my warmest thanks for the interest and zeal you have manifested in maturing and carrying out the designs of my letter of trust, and to assure you of my cordial concurrence in all the steps you have taken.

"At the same time, I must not omit to congratulate you, and all who have at heart the best interests of this educational enterprise, upon your obtaining the highly valuable services of Dr. Sears as your general agent—services valuable not merely in the organization of schools and of a system of public education, but in the good effect which his conciliatory and sympathizing course has had, wherever he has met or become associated with the communities of the South, in social or business relations.

"And I beg to take this opportunity of thanking, with all my heart, the people of the South themselves for the cordial spirit with which they have received the trust, and for the energetic efforts which they have made, in cooperation with yourselves and Dr. Sears, for carrying out the plans which have been proposed and matured for the diffusion of the blessings of education in their respective states.

"Hitherto, under the system adopted by your general agent and sanctioned by you, four of the Southern States have not been assisted from the fund placed in your charge; and I concur with you in the policy thus pursued, as I am sure will the citizens of those four states, and all who have at heart the highest permanent good of our beloved country. For it was most necessary that, at the outset, those states and portions of states which had suffered most from the ravages of war, and were most destitute of educational means and privileges, should be first and specially aided.

"I believe the good sense and kind feeling of the people of these states will continue to acquiesce, for the present, in your course of devoting, under the care of Dr. Sears, the greater part of the fund to the same states which have received its benefits for the past two years, with perhaps the addition of Texas, which state, I am advised, the general agent will visit during the coming autumn or winter, to ascertain its educational requirements, and to give such aid as shall be most needed. I have the same sympathy with every one of the states; and, were all alike needing assistance, I should wish each alike to share in the benefits of the trust.

"As the portions aided shall respectively grow in prosperity and become self-sustaining in their systems of education, their respective allotments of the fund will be applied to other destitute communities, and thus its benefits will, I earnestly hope and trust, ultimately reach every section of the vast field committed to your care.

"It is my hope and belief (and this opinion is fully confirmed by my interviews with Dr. Sears) that, with the additional amount which I now place in your hands, the annual income of the fund alone may be found sufficient to sustain and extend the work you have so well begun; and it is my desire that, when the trust is closed, and the final distribution is made by yourselves or your successors, all the fourteen Southern States, including Maryland, Kentucky, Missouri, and Texas, shall share in that distribution according to their needs."

From this point, the letter contains an enumeration of bonds and securities, to the amount of \$1,384,000, which Mr. Peabody places in the hands of the trustees for the same purposes as the original trust. Such a donation is in keeping with the writer's large-hearted liberality and his disposition to improve the condition of the masses of humanity. Surely, America has reason to be proud of such a world's benefactor.

PROFESSOR A. J. ANDERSON.—We clip the following deserved notice of this gentleman from *The Schoolmaster* for June. Prof. Anderson has labored long and successfully in the interests of education in this state, and with his departure from us goes one of our best men.

"Illinois loses, this month, one of her best workers in the educational field, A. J. Anderson, of Lexington. He has been in this state so long, and has been so fully identified with its educational interests, that we are glad of an opportunity of giving a sketch of the work he has done.

"When the subject of this sketch was six years old, his mother came to Lockport, in this state, and has since made that her residence. When he was but sixteen years old, although she was very poor, she gave her consent to his entering Knox College, at Galesburg, which he did with thirty-four dollars in his pocket. It was thus early in life that the hard struggle began, especially hard and laborious for one who is compelled to earn the money which must be had to meet necessary expenses. This he did in part by entering one of the printing-offices of the town, and working two hours each school-day, and the whole of each Saturday. This, however, did not suffice, and he left the school to teach. So well was his work in college done that of the four terms which he taught, during his college course, two of them were in his own town of Lockport. He finished the course and graduated from Knox College in June, 1856.

"After graduating, his first year's teaching was in the public school at Lisbon, Kendall county. He then organized a private school at Lexington, McLean county, and carried it on successfully four years. His success here induced the Trustees of Fowler Institute, of Newark, Kendall county, to elect him Principal of their Academy. He entered upon his work with his usual determination to succeed. The Academy had so run down that his first term opened with eleven pupils. He remained here six years, and left only at the urgent solicitation of the Board of Directors of the public schools of Lexington. He made Fowler Institute a success, financially, and left it in excellent repute among the people. His two years' principalship of the public schools of Lexington have but confirmed the good opinion of him which the people formed during his previous labor among them.

"And now, at the close of his thirteen years' service, he has loosened the ties which have bound him, and set his face westward.

"His success may be easily accounted for. He has attended every Teachers' Institute in his county since he began teaching. He has been a regular attendant upon the meetings of the State Teachers' Association, and sessions of the Normal Teachers' Institute. He has been a constant reader of a number of our best educational periodicals, and has always made it a point to secure books which would aid him in the improvement of his schools.

"We are thus particular to specify, for we know that the success he has had is due to himself alone, and has been fairly earned.

"He goes to Oregon as Principal of the Preparatory Department of the University at Forest Grove, in the valley of the Willamette, near Portland. Our best wishes go with him."

EXTRACTS FROM AN ADDRESS DELIVERED BEFORE THE COUNTY SUPERINTENDENTS OF IOWA, BY HON. A. S. KISSELL, SUPERINTENDENT OF PUBLIC INSTRUCTION.—The supreme work of this hour and of this generation is to create an enlarged public sentiment in the interests of education, and an enthusiasm akin to that which pressed so much blood and treasure into the defense of the Republic in the late war. How shall it be done? is the important question. Happily, we can all do something, but chiefly school-officers and those in authority can, by addresses and through the press, widely disseminate the truths with which they themselves are deeply impressed. They can encourage the election of intelligent, efficient school-directors, who shall make a judicious but liberal use of the people's money. They can largely overcome the antagonism of taxpayers, convincing them that their money, by its wise use, has been transformed into a vital power for good.

Teaching is the most important part of school-work; for it is of little consequence that we construct fine school-houses and furnish them with all the

modern appliances which facilitate instruction, unless we have competent teachers to use them. We are daily becoming conscious of the fact that we are without any adequate supply of well-qualified teachers. This glaring deficiency is the burden of school-reports from all parts of the Union.

Let me here say that I would by no means disparage the labors of those faithful and conscientious teachers to whom we are indebted largely for all the good that has been accomplished in our schools. These teachers have brought to the profession eminent qualifications both natural and acquired, and natures largely endowed with love and Christian charity. They have struggled against indifference and opposition, and have accomplished a permanent and enduring work.

But if any class of workers in the world will have cause to rejoice in the good time coming, it is that of teachers. Yet among those who are to rejoice, I include none who dislike the vocation; none who teach because they must do something, and this is the least disagreeable employment they can think of; none who teach for purely pecuniary considerations; none who make a convenience of it to eke out college expenses or limited incomes from profitless professions; in short, none of those unlucky fellows, born insolvent to all inherent fitness for any thing, to whom teaching has been a mere makeshift. I mean none of these, but only those noble, well-equipped and uncompromising men and women who, having resolved on faithful work, ample compensation, and fair appreciation, are determined to fight it out on that line if it takes a lifetime.

But the deficiency in the number of well-qualified instructors is not entirely the fault of teachers, since the question naturally resolves itself into one of political economy—that of supply and demand. In large portions of our country, a lamentable ignorance or indifference exists with reference to the character and ability of the teachers. Any body can teach who can keep the children inside of four walls; and whoever will occupy the time of school-hours for the least money is sure of the position. With these people, education is a mere plaything, something with which to divert their children till they are old enough to be put to some profitable employment. Now what encouragement have such teachers to give time and money in preparation for the school-room? It would bring them no better position as teachers, no social distinction, no increase of salary, and what little income they did receive would be grudgingly given.

What is this but setting a premium upon ignorance? Recently the demand for good teachers is improving. How are we meeting this demand? The great State of Illinois, one of the leading ones in education, will furnish us an example. She is justly regarded as an example of educational progress, and she is certainly in earnest in making provisions for better teachers. Her Normal University and County Normal Schools are crowded with teacher-students, who come flocking as doves to their windows, far beyond the capacity to receive them. Yet, we learn from one of her late state school-reports that the annual increase in the number of her schools is greater than the annual number of graduates from her different normal schools. She has already 10,000 schools, and, by her own confession, only 1,000 thoroughly-qualified teachers. Now, Illinois employs over 19,000 teachers; deduct the 1,000 good ones, and you have over 18,000 teachers, none of whom are thoroughly qualified. The whole number of pupils drawing public money is over 800,000. This makes, as you will see, one thoroughly-qualified teacher for over 800 children. Only think of it! What a splendid soil for crime and pauperism! What wonder is it that we have so much folly and selfishness and civil strife, when we take so little interest in providing well-qualified instructors for our youth? But what can be done to remedy this evil? You have all heard of a king who, going to war, sat down first and considered whether he was able with only 10,000 to meet him who was coming against him with 20,000. Now if this difference of 50 per cent. was worth considering, what shall we think of poor Illinois as she goes into this contest against nearly a million with only 1,000 disciplined soldiers and over 18,000 stragglers in the rear? And yet we have faith in these 1,000 teachers. We believe they are the Gideon band that will put the hosts of Philistines to flight. But this is not her only disadvantage. The entire amount paid to her common-school teachers last year was \$3,592,643; allowing the 1,000 to be all male teachers, each receiving the highest monthly compen-



sation paid by the state, \$250, their total salaries would amount to \$2,500,000. Deduct this from the whole amount paid teachers, and we have the round sum of over \$1,000,000, every cent of which was paid to these 18,000 unqualified teachers.

I have represented Illinois in stead of Iowa, because our picture would be too sad a one. For where she counts her good teachers by hundreds, we must count ours by tens. Many of her unqualified ones will compare favorably with some of those in our state who are regarded among our best, and her educational liberality in every department, when compared with our own, augments our insignificance. This being the case, you begin to wonder what you are to do to secure efficient teachers. Where are they to come from? They will come as soon as you are ready for them. They will come as the boys in blue came in response to the call of Father Abraham when liberty was imperiled, three hundred thousand strong, and every one thoroughly equipped for his work. But this being-ready implies something to be done on your part. When you invite a friend to your house, you do not expect him to eat and lodge with the servants. You do not dread his arrival, and take a long breath when he goes; but you set your house in order, and spread your table with abundance and the choicest viands, and put your children on their best behavior. You receive and entertain him with honor, and he goes forth with your benediction. This, in some sense, is what you are to do for your teachers. Enlarge your hospitalities. Establish your normal schools, attach to them ample and convenient living-accommodations, secure the most competent instructors for them, and invite your teacher-students to this mental repast. Give them the opportunity of broad and generous culture on as easy terms as they now get homesteads on government lands, and make it free to all those promising ones whose hearts are in the work, yet whose pecuniary circumstances are limited. Let all these young and ardent persons see that you regard them with respect, and give them the assurance that, as the instructors of your children, if they do their work well, they shall be liberally and amply remunerated. When you have done all this, you need ask for good teachers; you will be justified in *demanding* them.

A fruitful source of poor teaching is inadequate compensation. The income of many teachers, after deducting their expenses, is less than that of a common house-servant. It has been said "We say what grade of qualification we desire by the salaries we pay." Now we know in business that nothing demoralizes good workmen sooner than under-pay. The same principle holds good in teaching. For there is a law of equivalents in the moral as well as the spiritual world, which will not be forced. If we disturb its harmonies, we produce only discord and confusion. To make the labor of the head and of the hand equal is to do this. It is to degrade the master and exalt the servant. Men of culture feel this, and naturally seek fields of labor where their abilities are recognized and their services remunerated. Our educators are yearly leaving the ranks for remunerative positions, and their places are being filled by those less competent, because, it is said, "we ca'n't afford to pay higher salaries." This narrow policy extends to school-officers and district directors. The latter are required to perform school-duties gratuitously, and many of the former at starving salaries. County supervisors, legislators, county and state officers, constables, jail-keepers, are all liberally compensated; but who ever heard of a salaried school-board? We pay a street-cleaner, and give perquisites to the man who keeps the pound; but to pay a school board—how absurd! And so through all the range of school-officers, from first to last: they are pinched to actual penury.

Do the people think that the way to keep a man honest is to keep him poor? to make him work without wages? Will dishonesty and bribery be any less a temptation because he owns nothing? Now what is our condition, as the result of this penny-wise policy which we have been practicing? Our schools are not gaining in influence, and their progress is constantly retarded. Their moneyed interests are in a state of perpetual panic; for, whatever be the financial condition of the country, with them it is always hard times, and a crisis is for ever impending. Teaching has been driven from the business arena and robbed of its professional character by making its labor unprofitable. This has destroyed its stability. Now, the moment you destroy its permanency,



you dismiss the best and wisest workers, and open the vocation to adventurers of every kind. More than half of our public schools—nurseries of liberty, we are proud to call them—are to-day in the hands of novices and inexperienced young people. The majority of our population enjoy no other educational advantages than those offered by the public schools; and this business of developing the mental wealth of the nation, this work of laying the foundation of our moral and religious prosperity, we have given over to undisciplined boys and girls whom we would consider incompetent for the common business transactions of life. What do they know about that invisible, intangible power they are set to work upon? How can they discover the secret springs of virtue or the covered avenues where vice lurks? What ability have they to perceive the characteristic through which mind is to be reached? Their idea of the development of a child's mind is very much like their idea of a ball of butter—something to be patted and squeezed and stamped, and got ready for use. But if it be true that the foundation of character is chiefly laid in early life, if the tastes, the affections, are all shaped at that pliant period, if virtue can die and folly ripen even before maturity, if the seeds of right thinking and right living can only be successfully cultivated in childhood, what a terrible waste is all this unskilled labor! Its results are every where apparent in the incomplete character and insufficient lives of every one of us.

TAKE AN EDUCATIONAL JOURNAL.—Now is the time when teachers are making their plans for the coming year. Prominent among them should be some means by which they can keep themselves fresh in the work. He who relies entirely upon himself is apt, unconsciously, to suffer his own interest to flag, and to become dull, dogmatic, and conceited. But he who keeps himself informed of any advancement in the great work of teaching will be ever ready with some plan for keeping up an interest in all the labors of the school: he will be enthusiastic, patient, and tolerant. One of the agencies for cultivating a true educational spirit is the educational journal. At less expense, the teacher can gain more valuable ideas and practical hints by taking one or more such periodicals than in any other way. In saying this, we believe we speak the opinion of those who have pursued such a course, and who have a right to speak. We urge others to try the experiment, firmly believing that such will be their experience also. Take some educational journal. There are many of them, any one of which will amply repay its cost. Of course, we urge the claims of this journal, especially upon the teachers of this state. We will try to make the Teacher worthy your patronage and come promptly to your tables, each number laden with something which you will say is *good*.

We ask County Superintendents and others having charge of Institutes to present the claims of the Teacher to the teachers, believing that by securing a reading for it by their teachers generally they will increase the excellence of their schools.

All are respectfully requested to remember the editors as well as the publisher, by sending them short, pointed contributions for its pages, and items of educational news which may come to their knowledge. We shall be much obliged for them.

SUPERFLUOUS THINGS IN ARITHMETIC.—If the amount of matter usually contained in this book be examined with a view to its practicality, it will be found that there are comparatively few things which the mass of students retain and have occasion to use in business transactions. This mass embraces not only those who grow up and become the farmers, but the majority of those who become the tradesmen and commercial men of the country. For instance,

how many men in any or all classes of business ever have occasion to make use of the Greatest Common Divisor? With not quite as much force can the same question be asked concerning the Least Common Multiple, and Prime Numbers. Last month we referred to the matter of combining rules in some cases in Fractions and Denominate Numbers, saving time and labor. Referring again to the latter subject, let us see how much is mere lumber. One of the latest arithmetics, and one which has really done much good service by adapting the study to the needs of the present time, contains the usual mention of English Money, the denominations of which are never heard by the great majority of American students after they leave the school-room. The change of Liquid to Dry Measure, and Avoirdupois to Troy Weight, is always a perplexing one to pupils, very seldom used, and involving numbers to remember which would be a task which would not be expected except by those continually using them.

But in nearly all the arithmetics in use, not only these subjects are contained, but obsolete terms of other denominations are retained. In Long Measure, the terms *line*, *barleycorn*, and *furlong*; in Cloth Measure, the *nail*, *ell*, and *quarter*, are still retained in one or another of the best books in use. Other similar instances might be mentioned, but these will suffice. There are few works, as yet, which have been bold enough to omit *Duodecimals* and *Alligation*. A question might also be raised concerning the utility of *Square* and *Cube Roots*. If their retention depended upon the frequency of their application, they would very soon lose position.

If these subjects are to be retained in the text-book, it must be chiefly for the sake of the discipline they afford the pupil. Of the strength of mind which results from practice in mental gymnastics every teacher is aware. But here the question arises whether the amount of discipline is proportionate to the quantity of ground passed over, or the character of its cultivation. On this point, 'Not how much, but how well' is the received maxim. When we remember that the general ambition of both teacher and pupil is to *go over* the whole ground, securing neither knowledge nor discipline, the question arises whether it would not be better for both these purposes to omit the comparatively superfluous subjects in teaching the pupils in the great majority of the common schools, and to give the same time to a more thorough drill upon the principles of the others, and secure a greater familiarity and readiness in their application.

To enable the teacher to better teach the important parts of the study, as well as for the sake of discipline, he should be familiar with the less important subjects. Every teacher should know much more of any subject than he is called upon to teach of it. Having this greater knowledge, he will be better prepared to determine what to teach, and what to omit in instructing his classes.

QUESTIONS USED AT THE EXAMINATION OF APPLICANTS FOR ADMISSION TO THE CHICAGO HIGH SCHOOL, JUNE 24TH, 1869.—

*Arithmetic*.—(Time—One Hour and Ten Minutes.)

1. The largest engine at the Chicago Water Works throws 18,000,000 gallons in a day or 24 hours. In how many minutes would it fill the West Side Reservoir, the same holding 480,000 gallons?

2. The three engines employed at the Water Works have capacities in the ratio of 1, 2, and 3; the largest engine being the one mentioned in question

No. 1. How many gallons will the three supply each hour, if kept running together.

3. How many hogsheads of water, wine measure, will the largest engine throw in one year ( $365\frac{1}{4}$  days)?

4. The population of Chicago is estimated at 300,000. How many hogsheads will the two smaller engines furnish each inhabitant in a week, if kept running together? Capacity of two smaller engines as found in question No. 2.

5. At \$1.80 per square yard for paving, what will it cost to pave a street that is 1,800 feet long and 60 wide, between curb-stones?

6. At 50 cents a cubic yard for filling, what would be the expense of filling the same street to an average height of 2 feet 6 inches? Curb-stones at \$1.15 per linear foot, what would it cost to curb both sides and to fill and pave the above street (no allowance to be made for breaks in curb-stones at cross streets)?

7. John Smith owns a lot 50 feet wide, fronting upon the south side of the above street. What will be his tax for the improvement of the street; and what per cent. upon the value of his property will pay his tax for said improvement, his property being valued at \$12,000?

8. If the amount John Smith must pay were due nine months hence, at what rate per cent. per annum must he loan \$400 now to secure an amount equal to his tax when due?

9. A school-lot fronts 200 feet upon a paved street. The curb wall is built 9 feet high, with an average thickness of  $2\frac{3}{4}$  feet. The price is \$18.50 per cord (a cord of stone laid in wall is 100 cubic feet). What will the curb wall cost the School-Fund?

10. How long must a rope be to attach the top of a perpendicular derrick, 30 feet high, to a post 40 feet from the foot of the derrick, allowing 6 feet of rope with which to tie to the post?

*English Grammar.*—(Time—One Hour.)

1. Decline the pronouns—*He, It, Who, I, Thou.*

2. Compare the adjectives—*Bad, Able, Serious, Much, Benevolent.*

3. Give the Synopsis of the verb *Laugh* through the indicative mode with the pronoun *We*.

4. Write a sentence containing an adverb in the superlative degree.

5. Correct if needed and give reason for correction:

I. I seen him before you come.

II. It is she, who you saw.

III. I have not had no dinner.

6. Write and punctuate properly the following:—

spirit oh my spirit is it thou art out of tune

art thou clinging to december while the earth is in its june

7. Analyze:

"I can not tell,

For language can not paint, what I have seen."

Parse the words *for, can paint, and what.*

*Geography.*—(Time—One Hour.)

1. What Mountains would you cross in going from Philadelphia directly West to the Pacific Ocean?

2. What large Rivers would you cross in going from Brownsville, Texas, exactly north to the Arctic Ocean?

3. Bound Kentucky.

4. What River, what Lakes, and what Mountains, upon the Western Continent, are crossed by the parallel of 45° N. Latitude?

5. What States produce coal most abundantly? What gold? What iron?

6. Describe and locate Rhine, St. Petersburg, Alps, Pekin, Euphrates.

7. From what parts in South America are hides exported? Diamonds? Coffee? Cocoa? Peruvian bark?

8. What City in Spain is upon nearly the same parallel of latitude as Chicago? What City in Turkey? What City in Italy? What great Desert of Asia is crossed by the same parallel?

9. Bound the South Temperate Zone, giving the circles that limit it, and give its width in degrees.

10. Define *Latitude, Longitude, Antipodes, Physical Geography, Political Divisions.*

*United States History.*—(Time—One Hour.)

1. What portion of the present United States was discovered and settled mainly by the English?

2. Along what rivers mainly were the French discoveries made?

3. What can you say of 'King George's War', and what was its most important event in America?

4. Name in their order the Intercolonial Wars.

5. Name the most important event of 1776—also one battle in which the Americans were defeated and one in which they were victorious in the year 1776.

6. How long after the surrender of Cornwallis was the Constitution framed? What one of the original thirteen States had nothing to do with framing the Constitution?

7. Name the most important event of Madison's administration.

8. During whose administration did the Mexican War occur? What General distinguished during the Mexican War afterward became President of the United States?

9. Most important events of the Great Rebellion in the year 1864.

10. Describe the most important naval engagement of the Great Rebellion.

*Miscellaneous.*—(Time—Fifty Minutes.)

1. What distinctions are observable in musical tones? What are the properties of tones?

2. Write the scale in double measure upon the key of C, E, B flat, and G.

3. Define absolute pitch.

4. Write four measures of quadruple measure, using three different kinds of notes and three different dotted notes, writing the names of the notes beneath them.

5. How do you designate the kind and variety of measure? Illustrate.

6. Name the planets in their order from the sun.

7. What is a stratified rock?

8. Why is it not safe to sleep in a close room when charcoal is burning in an open furnace?

9. Explain the action of a common pump.

10. Why do blacksmiths heat wagon-tires before setting them.

*Spelling.*—1. Turbulent. 2. Handkerchief. 3. Caprices. 4. Hemorrhage. 5. Knapsack. 6. Chronicle. 7. Cloudless. 8. Mignonnette. 9. Physician. 10. Geranium. 11. Typhoid. 12. Melancholy. 13. Preceding. 14. Jeopardy. 15. Rhythm. 16. Bombazine. 17. Palsy. 18. Euphony. 19. Ingredients. 20. Allspice.

**HEALTH OF SCHOOL-CHILDREN.**—The medical college of Middlesex, Massachusetts, having for a long time considered the influence of public schools on the health of children, authorized the publication of the following facts as the opinions of its members.

1. No child should be allowed to attend school before the beginning of his sixth year.

2. The duration of daily attendance—including the time given to recess and physical exercises—should not exceed four and a half hours for the primary schools; five and half for other schools.

3. There should be no study required out of school—unless at High Schools; and this should not exceed one hour.

4. Recess-time should be devoted to play outside of the school-room—unless during stormy weather—and as this time rightfully belongs to the pupils, they should not be deprived of it except for serious offenses; and those who are not deprived of it should not be allowed to spend it in study; and no child should ever be confined to the school-room during an entire session. The minimum of recess-time should be fifteen minutes in each session, and in primary schools there should be more than one recess in each session.

5. Physical exercise should be used in school to prevent nervous and muscular fatigue and to relieve monotony, but not as muscular training. It should be practiced by both teacher and children in every hour not broken by recess, and should be timed by music. In primary schools every half-hour should be broken by exercise, recess, or singing.

6. Ventilation should be amply provided for by other means than by open windows, though these should be used in addition to special means during recess- and exercise-time.

7. Lessons should be scrupulously apportioned to the average capacity of the pupils; and in primary schools the slate should be used more and the books less, and instruction should be given as much as possible on the principles of 'Object Teaching'.

That the above rules are orthodox no one at all acquainted with the business of teaching can deny. They form the course of study recommended in our public schools. A careful adherence to them on the part of teachers would save many a sick-day and much suffering.

Jacksonville Report.

**SCHOOL-PRINCIPALS' MEETING.**—The meeting of School Principals at Aurora, July 6-8, brought together about forty principals of graded schools; and there was earnest discussion of the topics that demand attention in the working of our schools. *Records*, on which a paper was read by Mr. Morrison, of Warsaw; *Courses of Study*, on which J. B. Roberts, of Galesburg, lectured, were among such topics. Mr. Jones, of Aurora, led on *Teachers' Meetings*, that is, the gatherings needed of teachers in the same school or series of schools; Mr. Ethridge, of Bureau Co., on *County Normal Schools and Professional Training*; J. H. Blodgett, of Rockford, on *An Ungraded Department in Graded Schools*. These three were, perhaps, the most exciting and protracted discussions of the session. Mr. Boltwood, of Princeton, lectured on *Dangers incident to the Teacher's Profession*. A permanent organization was effected, and a meeting is to be held July 5-7, 1870, in Chicago. The following officers were elected: W. B. Powell, of Peru, Pres't; S. M. Etter, Bloomington, Sec'y; H. O. Snow, of Batavia, Treas.; Aaron Gove, Normal, J. H. Blodgett, Rockford, and H. L.



Boltwood, Princeton, Executive Committee. We are gratified to learn that the Executive Committee of the State Teachers' Association met at the Principals' Meeting and made great progress in preparing a programme for the meeting at Cairo next winter.

NEAR-SIGHTEDNESS.—A curious work has been published at Breslau, Prussia, giving the result of an examination of the eyes of ten thousand and sixty school-children. The proportion of short-sighted children was 17.1 per cent., or seventeen hundred and thirty among ten thousand and sixty. No village children were found to be short-sighted until they had been some time at school—at least half a year. There were, in proportion, four times as many short-sighted children in the town (Breslau) as the country, and short-sightedness increased generally with the demands made upon the children. The author of the work attributes the evil in a great measure to the bad construction of school-benches, which forces the children to read with their books close before their eyes, and with their heads held downward.

STATE REFORM SCHOOL.—The Commissioners have located this institution at Pontiac, that place offering \$80,000 in bonds and 54 acres of land to secure its location. With the state appropriation, the school starts with an endowment of about \$200,000. An architect has been employed, and the work of erecting the proper buildings will be commenced as soon as possible.

STATE CERTIFICATES.—The Examination for State Certificates will positively be held at Normal as advertised by the State Superintendent, the requisite number of applications having been made to him.

## NATIONAL EDUCATIONAL CONVENTIONS.

The following is the programme of exercises at the National Educational Conventions to be held in Trenton, N.J., August 16, 17, 18, 19, 20, 1869.

### NATIONAL SUPERINTENDENTS' ASSOCIATION.

#### MONDAY.

11 A.M. A general meeting of the officers and directors of the National Superintendents', Normal School, and Teachers' Associations, for arrangement of business, at which all friends of education are invited to assist and make suggestions, by which the success of the Convention and the comfort of members in attendance may be secured.

2 P.M. Opening Exercises, and Address by the President.

3½ P.M. A Paper by the Rev. George A. Leakin, of Maryland: *The Periodic Law as applied to Education.*

8 P.M. A Paper by H. F. Harrington, Superintendent of Public Schools, New Bedford, Mass.

8½ P.M. A Paper by B. G. Northrop, Secretary of the State Board of Education, Conn.,—to be followed by a discussion: *Should Public Schools be Free, or Supported in part by Rate Bills?*

J. W. BULKLEY, New York, President.

L. VAN BOKKELEN, Maryland, Secretary.

## AMERICAN NORMAL-SCHOOL ASSOCIATION.

## TUESDAY.

9½ A.M. Opening Exercises and Address.

10 A.M. A Paper by Rev. Joseph Alden, LL.D., President of the New York State Normal School, at Albany: *How shall Pupils be Taught to Teach?*

11 A.M. Lecture by Prof. Phelps, Principal of the State Normal School, Minnesota: *School Architecture, with some account of the new Normal School Building at Winona, and of the Educational Ideas which it embodies.*

2½ P.M. A Paper by Prof. Fordyce A. Allen, Principal of State Normal School, Mansfield, Penna.: *Course of Study for a Normal School.*

3½ P.M. Lecture by Prof. John C. Harkness, President State Normal University, Wilmington, Del.: *Normal Principles of Education.*

8 P.M. A Paper by Prof. Brooks, Principal of State Normal School, Millersville, Penna.: *The Spiritual Element of Education.*

M. A. NEWELL, Maryland, President.

A. L. BARBER, Washington, D.C., Secretary.

## NATIONAL TEACHERS' ASSOCIATION.

## WEDNESDAY.

9 A.M. A general meeting for preliminary business: also, meeting of Superintendents' and Normal-School Associations, to hear reports of Committees, and to elect officers of those Associations for the ensuing year.

10 A.M. Opening Exercises of the National Teachers' Association: Addresses of welcome, by Gov. Randolph, in behalf of New Jersey State Board of Education, and Ex-Governor Parker, in behalf of the New Jersey State Normal School. Response by the President.

11 A.M. Exercise in Vocal Culture, by Miss Swayze, of State Normal School, New Jersey.

11½ A.M. Appointment of Committees; Announcements by the Secretary; Reception of New Members, etc.

2½ P.M. Paper by Z. Richards, Superintendent of Public Schools, Washington, D.C.: *Elementary Schools,—Radical Defects and Radical Remedies.*

3½ P.M. Paper by Hon. R. S. Field, President of Trustees of New Jersey State Normal School: *Obligations of Christianity to Education.*

8 P.M. Paper by Prof. Woodman, Dartmouth College, N.H.: *Drawing as a Branch of Elementary Education.*

8½ P.M. Lecture by Superintendent Wickersham, of Pennsylvania: *The State and its Relation to Higher Education.*

Reading, through the day and evening, by Miss Swayze and her pupils.

## THURSDAY.

9 A.M. Lecture by Mrs. Randall, of New York: *Natural Reading.*

9½ A.M. Lecture by Hon. J. D. Philbrick, Superintendent of the Public Schools of Boston: *The School and the Workman.* To be followed by a discussion.

11 A.M. Lecture by Prof. James McClintock, of Philadelphia: *Physiology as a part of Common-School Education.* To be illustrated by a complete set of Auxoux's Papiermache Models, Wax Preparations, Diagrams, and Natural Preparations, costing over \$7000.

2½ P.M. Lecture by Prof. E. E. White, Editor of the Ohio Educational Monthly.

3½ P.M. A Paper by Ellis A. Apgar, State Superintendent of Public Instruction of New Jersey: *Method of Teaching Map-Drawing in Schools.*

8 P.M. Lecture by Major-General O. O. Howard, U.S.A.: *Education in the South, with reference to the Colored Population.*

Elocutionary Readings, throughout the day and evening, by Mrs. Randall.

#### FRIDAY.

9 A.M. Lecture by Prof. Monroe, of Boston, Mass.: *The Voice and its Training.*

10 A.M. Paper by Dr. J. W. Hoyt, of Wisconsin: *Progress of University Education.*

11 A.M. Paper by Hon. Joseph White, LL.D., Secretary of Massachusetts State Board of Education: *Christianity in the Public Schools.*

2½ P.M. A Paper by Prof. Austin C. Apgar, State Normal School, N.J.: *Short Methods in Elementary Arithmetic.*

3½ P.M. General discussion of Educational Topics.

8 P.M. Reports of Committees; Election of Officers.

8½ P.M. Réunion, with short addresses from the States represented in the Association.

Elocutionary Readings, throughout the day and evening, by Prof. Monroe.

#### SATURDAY.

Meeting of Directors and Committees, to examine accounts and arrange for the publication of the Proceedings of the National Superintendents', Normal-School, and Teachers' Associations.

In addition to the Papers and Lectures announced, the following will be presented and read, if opportunity offer:

*Pronouncing Orthography; a Help in Learning to Read.* For children, foreigners, and native adults. By Dr. Edwin Leigh, New York.

*The Educational Work of the Freedmen's Bureau, and what it has accomplished.* By E. W. Mason, General Superintendent of Schools, Louisiana.

Lecture on *The English Language.* By Prof. Cruttenden.

Paper on *The Hebrew Language as a Study in Academies and High Schools.* By A. D. Jones, A.M., of Maryland.

Paper on *How to Conduct Religious Worship in Schools.* By Prof. John S. Hart, LL.D., Principal of State Normal School, New Jersey.

Lectures by Prof. George F. Holmes, of the University of Virginia, and Superintendents Kimball, of Salem, Mass., and George B. Sears, of Newark, N.J.

Arrangements for Free Return Tickets have been made with Pennsylvania Central, Central Ohio, Indiana Central and Great Western, from Chicago to Philadelphia.

The hotels will charge \$2 per day. Private board per day, from \$1 to \$1.50; but it is expected that ladies will be accommodated free of all charge. These privileges will be extended to members only upon presentation at the hotels or railroad offices of a certificate of membership.

L. VAN BOKKELEN, Maryland, President.

W. E. CROSBY, Ohio, Secretary.

## EDUCATIONAL ITEMS AND STATISTICS.

## OUR OWN STATE.

PEORIA.—The school-year closed with the Commencement exercises at the High School. The graduating class numbered sixteen. The essays were highly creditable to the writers, and exhibited careful training on the part of their teachers. Mr. C. P. Snow, for a long time one of the most successful teachers in the city, has resigned his position as Principal of the Third-Ward School, and intends going to the Pacific Slope for his health. Wherever he goes, he will carry with him the best wishes of a host of friends. C. Feinse, Esq., has resigned his position as Superintendent of Schools. The pressure of private business had become so great as to prevent longer continuance in the position. The Board of Education have elected J. E. Dow, Esq., for three years past the Principal of the High School, as his successor, at a salary of \$2,200. This action is a deserved compliment to a successful teacher. Mr. Dow is familiar with the condition of the schools and their wants, and will give himself entirely to their service.

PARIS.—Under the direction of Superintendent Hobbs, the schools have done a good year's work. The average number enrolled for the year has been 594; average daily attendance, 507. In the High-School department the average attendance has been 56; in the Grammar-School department, 58; Intermediate, 168; Primary, 225. Average daily number of pupils to each teacher — High School, 28; Grammar School, 29; Intermediate, 42; Primary, 56. Cost of tuition per pupil for nine months, estimated from the daily average, \$12.17; estimated from the enrollment, \$10.38.

CHICAGO.—With the close of the year the school-authorities of Chicago have taken another step in advance. The increase of the salaries of teachers is a substantial recognition of the value of their services, and was deserved. If the best talent at present employed is to be retained and that equally good secured, compensation must be made commensurate. Where a living is involved men are not always left to their own tastes, unless, indeed, their choice is for the largest amount of money—a fact which is of secondary moment in the minds of the best teachers. The action of the Board of Education will have an important reflex influence upon the schools. Not a few of the best teachers of the state are turning their faces Chicago-ward, as to the professional land of promise. The result will be the perfection of her educational system, so that intellectually her progress shall keep pace with her physical growth. ....The closing examinations were of a satisfactory character. In one important respect they were an improvement upon the usual closing exercises: we refer to the fact that they were exhibitions of legitimate school work. The presentation of exercises which shall indicate the real progress made during the year will be quite as acceptable to the intelligent American public as the common exhibition, often farcical, gotten up for the occasion, at the expense of much extra labor and special drill by the teacher and great derangement and neglect of the regular exercises of the school. The course indicated will allow of greater and pleasanter variety than the usual one and, if adopted, will have a salutary influence upon all the labors of the year. The attention of teachers is asked to this subject, with the confidence that they will find it worthy of consideration in making their plans for the coming year. The number of graduates from the High School was, from the Classical and General Departments, 54; from the Normal Department, 34. The number of admissions was 300, at the usual per cent. of 70. The questions used at the examination are inserted in our Practical Department.

PERSONAL ITEMS.—S. M. Heslet, long of Mendota, goes to Clinton, Dewitt Co., to take charge of schools.

Aaron Gove, late of Rutland, one of the earlier graduates of the State Normal School, takes charge of the public school at Normal.

Mr. Buell has resigned at Sterling.

Mr. H. S. English succeeds Prof. C. H. Crowell as Superintendent of Schools at Salem.

Prof. E. P. Burlingham has resigned the charge of the public schools of Cairo, and accepted the agency of Mitchell's Geographical Series.

Jas. S. Stevenson has given up the superintendency of the Sparta public schools, for the purpose of teaching in St. Louis.

HALF-FARE.—The Illinois Central Railroad will extend the courtesy of half-fare to persons attending the Educational Convention at Mattoon on the 30th inst.

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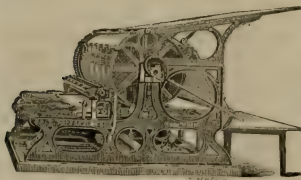
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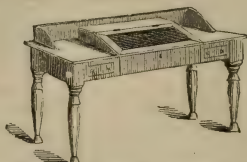
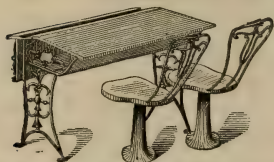
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# ILLINOIS TEACHER.

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## THE BRITISH UNIVERSITIES.

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An extract from an Address delivered at Lincoln University, June 16th, 1869,  
BY D. A. WALLACE, D.D.,  
President of Monmouth College.

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I COME now to an examination of the peculiar system of organization that prevails among the British universities.

Under the Scotch system the university gives instruction commonly in the four faculties of Arts, Law, Medicine, and Theology, conducts examinations, and confers degrees. There is somewhat of the college organization at Aberdeen and St. Andrew's; but in Edinburgh and Glasgow there are the universities without any trace of the college system. In England and Ireland the university is distinct from the colleges that constitute it. The universities of Oxford and Cambridge are composed each of many colleges. The colleges conduct no examination for degrees, and confer no degrees; the universities give but little of the instruction belonging to the undergraduate course, conduct all examinations for degrees, and confer all degrees. The members of the government of the universities are commonly Fellows of the colleges. The London University gives no instruction whatever: its colleges are scattered over the British Empire; the candidates for its degrees may study in any one of these colleges, or privately. Its sole work is to conduct examinations and confer degrees. In the Queen's University of Ireland are united three colleges, one at Belfast, another at Galway, and the third at Cork. These colleges give all the instruction; the university confers all the degrees. Such is the British system.

In this system there are some very noticeable peculiarities.

1. In the University of Oxford "No examiner may examine for a degree any candidate from his own college or hall, or one who has read with him as a private pupil within the preceding two years." In the Scotch universities the examiners are "the Professors whose

classes are embraced in the prescribed course of study, and in addition three persons *not* being professors or assistant professors in any Scottish university." In the London University the examiners are necessarily distinct from the great body of instructors. The principle seems to be established that the men who give the instruction and train the candidate for a degree should not be permitted to decide on the sufficiency of his attainments; the candidate is examined by men who have not been responsible for his training. Professors are never the exclusive examiners of their own students.

2. The examinations for degrees are chiefly written, extended, and thorough. They are intended to ascertain beyond a reasonable doubt whether or no the candidate has mastered the prescribed course of study. They accomplish the end intended. It by no means follows that every student who has resided the required number of terms and gone over the prescribed course will be admitted to a degree. At the final B. A. examination, in 1867, in the University of London, there were 142 candidates, but only 69 passed—less than one half. It is a very common thing for men to be 'plucked', as it is called, at the other universities.

3. The literary degrees of the great British universities are held in high estimation. They can be obtained only by the payment of large sums of money. They are worth all they cost. They are not empty honors. They are an absolute guaranty that the possessors have made the prescribed attainments.

• Now let us compare this state of things with that which obtains among us, and see if change for the better is not possible.

The courses of study required in our colleges in order to obtain a degree embrace a sufficiently great variety of subjects. Indeed, it is to be feared that our curriculum is becoming overcrowded. Our professors and tutors are competent and faithful. Yet it must be confessed that American degrees are not held in high estimation, either at home or abroad. They are not commonly regarded as evidences of attainments. In popular estimation they are slightly ornamental, but of little practical utility. Now why is this? The reason, I apprehend, is to be found in the fact that our examinations for degrees are not such as to test thoroughly and accurately the attainments of students. Indeed, they are often but little better than shams. It is not a common thing for a candidate to be rejected. The student passes through the required number of years of study, and obtains his degree too much as a matter of course. The examinations are conducted by the professors and tutors who instruct. They decide on the attainments of candidates. And it may be affirmed with all confidence that, as long as professors are themselves the examiners, as long as the faculty of a college determine who shall pass and who not, and as long as human nature continues what it is, no very high standard can be

maintained. I desire to bring no railing accusation against our own colleges. Many earnest men are laboring earnestly and successfully to elevate the standard of scholarship. In some institutions about all that is possible, on our system, has been accomplished. Yet, those best acquainted with the workings of our colleges will agree with me that more extended, thorough and impartial examinations, and a firmer insisting on the absolute attainment of the standard fixed, are the great wants of American colleges. Let this end be secured; let the real be made to correspond with the professed attainments of graduates; let the diploma be given only when honestly and truly won; and, I am confident, the standard of the higher education among us will be raised fifty if not one hundred per cent.

Now the question arises, How shall this be accomplished? I answer, by the establishment of a State University on the plan of the British universities. Bear with me while I sketch an outline of such a university.

1. Let the legislature organize a University Senate, composed of a chancellor, and one senator to be elected by the boards of each chartered institution in the state, and let as many additional senators be appointed by the Governor, by and with the advice and consent of the State Senate. These senators should be the ripest scholars and ablest educators to be found in the whole commonwealth.

2. This Senate should be empowered to establish such literary degrees as it might judge expedient; to prescribe the qualifications necessary to entitle a candidate to a degree; to appoint the necessary examiners, and fix the number of examinations to be required of every candidate, and the rules and regulations for conducting all examinations, and to confer, in the usual manner, degrees on those ascertained to be entitled to them. These examinations should be as complete, thorough and impartial as it is possible for examinations to be made.

3. Honor as well as pass courses should be established. Students, in addition to completing a pass course, should be encouraged to select, and prosecute as far as possible, special lines of study, and to attain a complete mastery of them. The measure of attainments thus made should be accurately ascertained, and such public recognition of it made as would give the student the benefit of all the reputation he might fairly win.

4. The colleges and universities in the state should also retain the power they possess of conferring degrees, and exercise it at their discretion; but, in order to stimulate them to prepare men for these university examinations, there should be paid to each, from the state treasury, an annuity, in proportion to the number of students who, having been educated in it, should obtain the university degree; and all the expenses of the examinations should be paid by the state,

without cost or charge to the candidate for traveling or other expenses.

5. The university fund of the State of Illinois was intended for the promotion of the Higher, or University Education. The whole income of that fund should be expended for the accomplishment of the ends of the university.

6. In addition to conducting examinations and conferring degrees, the legislature should empower the Senate to establish a University Library, in which should be furnished to investigators the means of pursuing their studies to any extent and in any direction, and should make liberal appropriations to accomplish this object.

7. The Senate should also be empowered to appoint professors in every department of literature and science, and provide the necessary lecture-rooms, wherever the University Library might be located; and it should make it their duty to give instruction, each in his own department, not in elementary knowledge, but in those higher mysteries, to an understanding of which college students are hardly competent, but which college graduates, aspiring to a profounder knowledge of special subjects, might expect to attain. The men appointed to fill these professorships should be the ablest in Christendom, and the state should appropriate all the money necessary to their adequate compensation.

8. Scholarships and fellowships should be established, entitling the holder to a fixed sum annually, open to all, to be filled by the candidates found to be the most worthy after a rigid and impartial competitive examination. These scholarships and fellowships should be intended as an encouragement to study, and as enabling the sharpest and strongest to push their researches to the utmost limit in their chosen field.

9. To the privileges of this University, all and singular, women as well as men should be admitted. No candidate should be disqualified by reason of age, sex, color, creed, or party connections. Its doors should be open to all.

Such is a brief outline of what will be, I trust, the 'coming University of Illinois'.

But, you will bear with me yet a little longer, while I venture the expression of a few more thoughts on this subject.

1. The state ought to do what it can to encourage the higher, or university education. We have done much for common-school education: our school-houses dot our prairies; in them are gathered many thousands of scholars, under the instruction of earnest teachers; we have established a Normal University, which is an honor to our state; we have prepared the way for providing and maintaining still another; yes, more: in every county in our goodly commonwealth we shall soon see a training-school for teachers. And all this

is well. A virtuous and intelligent citizenship is necessary to the welfare of the state. I would in no quarter curtail the efforts being put forth for the advancement of the cause of popular education. Yes: let them be continued and redoubled. But the development of the resources of the state demands men learned in science—clear, broad, conclusive thinkers, men of giant intellect; the welfare of the nation demands that our statesmen should be distinguished for virtue, intelligence, and power. The governing minds of this country should be the result of the very highest culture known to the race. There should be no system of university education in any land, or among any people, of a higher order, more nearly perfect, than the system of a republican state. The people, without legislative aid, can hardly establish and maintain the system we need. It has rarely, if ever, been done in any land. The higher, or university education, ought to receive the fostering care of the state. For this great interest the State of Illinois never has done any thing: it is high time it should do something.

2. The establishment of another college under the name of a State University ought not to be attempted. It would not accomplish the desired end. It might be more liberally endowed, but in every other respect it would have no advantage, not the slightest, over existing colleges. It would occupy their level. It would be regarded as in competition with them. There is not a state university in the Union that occupies a higher position than surrounding colleges, excepting the Michigan University. Such a policy would be unjust to multitudes of our people. Nearly every denomination of Christian people in Illinois has already established, and in part endowed, one or more colleges. They need no more. They expect to support and patronize these institutions. To tax them to build, endow and maintain a college they neither desire nor need would be unjust. It may, however, be said that there are multitudes who have no interest in existing denominational colleges, and who, because of the tone of religious sentiment prevailing in them, are not willing to patronize them; and a state university is needed for this class. Shall a portion of the people of the State of Illinois, who have contributed the money and established their own colleges, be taxed to maintain a college for those who have not? Is this just? Will multitudes of our people tolerate such legislation? If any portion of our people are not satisfied with existing colleges, let them endow such as will suit them. This is fair and just: the other policy is unfair and unjust.

3. On the plan sketched above, existing colleges, and all that might hereafter be established, while as independent as at present, would be stimulated to do their utmost to give thorough instruction. The University examinations would soon reveal the best colleges, and the best professors. Institutions and instructors many of whose students



should fail to pass would soon be deserted; college boards and faculties would be roused from self-complacent slumbers, and stimulated to instant and energetic work, on the pain of the ruin of their reputation and the desertion of their class-rooms. The good would grow and flourish, the poor would decay and die. While every sect and party, in all the land, could establish and control its own colleges, and teach in them their favorite opinions, all would combine in sustaining a single university, in which there would be no room for discord, religious or political. Divided in things in which they differ, combining on common ground, unity would be secured, while liberty would be untrammelled.

4. The degrees of our university would be no sham, but the sign of solid attainments. They would soon become an effective protection against all quackery. Of the scholarly attainments, broad culture and intellectual power of the teacher, the lawyer, the clergyman, the candidate for civil honors, that had received the appropriate university degree, the people would have no doubt. Brag and bluster, loud pretension and arrogant self-assertion, would avail but little, if unable to win this evidence of solid worth.

5. A grand University Library, rich in the literature of every science, in connection with able professors, learned each in his own department, ready to guide and encourage the young investigator of hidden mysteries, wherever he might choose to seek wisdom and knowledge, would afford opportunities for which many long, but which are now offered to the student no where on the American Continent. The effect of these arrangements in stimulating and directing inquiry, in adding to our stores of learning, and in promoting the welfare of our state and people, it is impossible to estimate.

If we can not have the Scholarships, Fellowships, Professorships, and Library, let us at least have the Senate, with power to conduct examinations and confer degrees.

Such a university would combine the best features of the British and German universities; it would be suited to our own collegiate system; it would be an instrumentality in the use of which the state could easily and effectually contribute to advance the cause of the Higher Education; and, in the hands of a competent Senate, it would soon become the glory of the state.

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ERA AND EPOCH.—Much confusion frequently occurs in the use of these terms among chronologists: the accurate use is as follows: *Era* is any definite time; *period*, is a time included between two dates. The beginning and end of the period are *epochs*, though, in common parlance, *epoch* is generally confined to events of some distinction.

## SCHOOL-PRINCIPALS' CONVENTION.

[We regret our inability to present a full abstract of the papers and discussions of the meeting of School Principals at Aurora. The essay of J. H. Blodgett, of Rockford, on *Graded Schools*, and the report of discussion following it, is taken from the Aurora Beacon.]

ESSAY BY J. H. BLODGETT.

I must place myself clearly and emphatically, in the opening, as the earnest advocate of the Free Graded School as the school for the masses. Its economy of forces, its efficiency in much of its labor, are as plain as axioms; but we need constantly to keep in mind that no system in schools, more than in workshops, can entirely destroy friction, and that in schools, as in workshops, there must be a constant watchfulness to see that there is not a great waste of material by the workmen. In some establishments for making carding machines the judicious owners use up trimmings that will not work into cards by making horse-nets, and in the great woolen and cotton factories of New England even the waste that falls to the floor under the pickers, or accumulates as lint, is utilized as a source of income. It would be easy for the manufacturer of kid gloves to make excellent gloves if he would throw away the skins after large pieces could no longer be cut from them; but with this throwing-away would go a large part of his profit, if, indeed, it did not involve him in loss. Our nursery-men and landscape gardeners make splendid hedges and beautiful trees by skillfully trimming away superfluous twigs which may be cast into the fire. The Graded School has some internal deficiencies, beside which there is a great temptation to a teacher to cut and trim and reject whatever offends, with as little concern about what becomes of the cast-off fragments as the hedge-trimmer has for what falls beneath his shears.

For what are our schools organized? especially, Why does the public purse sustain the schools? What is a graded school? what its proper scope and purpose? are questions for which we may fitly fix some partial answer that shall serve to keep us to some central thought in this discussion.

The Public School of the United States is supported especially to train citizens for their duties and for the safety and good of the state. The Graded School is but an adjustment of the work by which those whose attainments are similar work together, in stead of being confused by laboring singly. In fact, the classification that begins when pupils of like attainments in a cross-road country school-house are called on to recite together is so far a gradation, and no more rigidly

graded schools are to be found now than the old-time college, with its rigid distinction of Freshman, Sophomore, Junior, and Senior, each with its special studies and special instructors. This very class of graded schools presents us a valuable lesson for the more popular graded schools we meet to discuss. As in former days no talent, no superior activity, no advantages, natural or acquired, would take a boy in any case through the prescribed course in less time than would suffice for the dullard, who, by a stretch of grace on the part of the authorities, was allowed to go through the motions of a course, so in these days, in many graded schools, the lines of grades are so rigidly established that activity, talent and industry often avail too little to give their possessor advantage in progress over the idle, the sickly, and the dull, who need continual urging to work at all. The difficulties of the college were small from this source, for those who took the college course were already so far mature that they, of necessity, were put upon a more equable basis, and the time could be advantageously used in reading additional authorities on the topics of the higher education if the standard lesson was learned by the quicker before the slower was ready. Young men went to college, too, expecting to devote a series of years unbroken to its duties.

In our graded schools two very important differences from the college grades arise. First, we deal with those whose powers are subject to more rapid, complete and variable change after they come under our influence than the powers of those with whom college authorities deal. Second, we can have no such approach to certainty as college authorities have as to the beginning and ending of the time a pupil will devote to his studies. If in the college provision must in some way be made for a delinquent to make good the work passed over by his class in his absence without setting the students back a year, we must see that we provide for a want manifold greater in our public schools than it ever could be in the college. The rigidity of the college classification and college work has already fearfully and dangerously reacted, and an attempt to let each student go on according to his own power and graduate whenever he can finish the course threatens in some cases to sweep away classification, and involve the institution, first in inextricable confusion, then in utter destruction.

It should be our aim to see that every pupil is a good reader and has a thorough knowledge of elementary arithmetic, practical grammar, geography, so that he can understand an ordinary discourse, keep simple accounts, and have an intelligent idea of our geographical and commercial relations with the rest of the earth. Little difficulty arises where no more than this is attempted, for it is in communities that have brief terms and generally eager desires to make the most of their advantages. When, however, the courses of study are extended to include advanced studies, and the terms of school become permanent

terms of ten months or so annually, there is a growing disposition to harness up in the fall and drive a tandem-team, without feed, water, or change, on through lower branches, higher branches, and out through Algebra, Geometry, Moral Philosophy, Mental Philosophy, Chemistry, Geology, and all else that looks so well on paper. We are apt to make our classifications on the presumption that pupils commence the year together and stay together throughout one year or ten years, and to ignore the variety in circumstances, in power, in mental growth.

The reaction which has broken the rigidity of the college system threatens to strike our graded system and to weaken its hold upon popular sympathy. Many complain, in some localities justly, too, that graded schools check their children; that once out by sickness or removal from place to place, they must begin low in the scale and climb up again.

For brevity and a standard to base our estimate upon, I would say that in every graded system embracing 600 pupils there should be a plan of classification based upon the presumption that these pupils will be together throughout their course, which course shall include as a minimum the elements of common branches already enumerated, and which shall include as much more as circumstances indicate will be pursued by classes of reasonable size. The supposition of their remaining together is accurate enough for a general basis; but no other provision is made, the active are cramped, those coming in a little after classes are formed are at undue disadvantage, and the scholar of a mature mind but limited information in books is forced into the class with the child of more facts but less brain-power.

Not only must our school-systems provide for the gradation of knowledge, they must also consider the gradation of mental growth; and it is wasteful and pernicious to attempt to carry the boy of eighteen who can not read through the course prescribed for the child of six who can not read. The mind of the older has matured, and can not be trained as that of the younger. The younger is pliable, and can receive training and instruction together. The older gains quicker the philosophy of knowledge; the younger utterly outstrips him in the acquisition of facts.

To meet the want growing out of these and other circumstances I hope to name, we need to add to our central idea of a graded school for 600 pupils a department where the irregular wants may be met: so to arrange that the body of the school shall be accurately and systematically graduated, while the mental needs of the few shall not be cast off. It is a mistake to turn off, except in an extreme case, those who fail to come into our pattern. We may by trimming and expelling make better schools, but we do not make a better community;

and it is wicked for us to sacrifice the training of society at large to the precision of a school-drill.

As a matter of fact, our population changes so much that the classes who leave our high schools are seldom made up of the same pupils who entered together. Thus in a class of nine that I saw go forth from a high school, a few days ago, only two had studied together for four years. The class had been brought together from various elementary schools, variously conducted by the shifting of population. Pupils drop in and drop out all along the prescribed line, and we need to provide for bringing together those of real equality of power and knowledge, who have a nominal variety of text-book attainment.

Men complain that pupils do not learn as when they went to school. There is too much semblance of truth in this, and we must look at reasons and meet facts. Our schools are in too many cases kept up for more months than would suffice for the tuition-work. When people keep open schools as semi-police establishments, to keep children out of the street, or out of mischief, it must not be charged to the gradation that pupils manifest less enthusiasm than their fathers did when they could scarce find a school to attend at all. Even now schools of nine months' annual duration claim to do as much as others of ten months' duration. Some of eight months' duration make the same claim; and I can name one locality that claims to do as much in six months of school annually as any other locality in ten months. The claim is made, and is largely true, that hardy boys of rural districts work with more vigor when they come together in the better graded school than the semi-dissipated youth of the towns and cities. They have more incentive, more motive power, than those before whom a continual intellectual feast is bountifully spread. It is assimilation that, physiologists tell us, makes food valuable; and I often feel that the man who complains of want of advantages in his day fails to see that the more one crams down without intellectual assimilation and digestion, the more decided the mental dyspepsia, and that the vigor and power of a hearty appetite made a few plain things worth more to him in his youth than more numerous facts, daintily culled over, are to his boy to-day. The education of books is not all of our educational advantage. It is the circumstances that surround him, the trials through which he passes, that must be the training, not less than the work of books and teachers.

Scholars come well advanced in some studies, but very backward in others. Shall we compel them to wait in Grammar while they advance in Geography, or stop in Arithmetic while they make up Grammar? D. D. Page tells us of a young man who, coming to him deficient in the training to be derived from Mental Arithmetic, mastered Colburn in three weeks. How many of our graded schools would have ex-



pected him to take as many years, as he toiled along with a class of child-beginners, to do the same work! In how many of our schools would there be any opportunity for the most mature and vigorous mind to make good some technical deficiency at its own speed?

Our graded schools fail to do as much for those who leave them with a fragmentary course as was done in the best mixed schools for transient pupils in earlier years. The pupil now hears but a limited range of subjects in a room, other topics being left behind, or postponed to a time of promotion which he never reaches. In the mixed school much of unconscious tuition was done for all the pupils by the earnest teacher, as he directed his special effort to the explanation of topics not especially before most of them.

Many of our schools are organized so that pupils who attend but three or six months do not complete any thing that they can call satisfactory, and they are discouraged from improving the time they might spend in school.

Pupils irregular in attendance can not with profit to their classes, or themselves, go on with the class.

To remedy the defects spoken of, to give flexibility to the system, to avoid the expulsion of those who have become irregular and who need rather a hand stretched out to draw them in than to be cast beyond all school influence, we need a department in which a variety of miscellaneous wants can be met. Here let the overgrown boy of poor culture spend his winter on a few points of direct value; here let the lazy, idle or unfortunate absentee recite a few lessons when he works out of a regular class till he can resume some place with others again. Let us carefully inquire, when a pupil comes to school, what time he is likely to remain there. Let us remember that it is the work of the public school to do for him all that it can to make him a valuable citizen of the state. We must aim at least to give him such knowledge as will make him a good reader—and good reading is high culture,—a good letter-writer, able to keep simple accounts, and then do as much for him as he gives us an opportunity to do.

When one examines the first specimen of a new order of object, he is apt to confuse the unessential features with the essential characteristics. If the first dog one sees is black, black are all dogs to him till better informed. Fellow teachers, people see graded schools in the light of some poor teacher, or some ill-adjusted house, or of some other unfavorable circumstance; and all graded schools are to them apt to have the same coloring. If we would forestall and disarm an attack gathering force to strike at the graded-school system, we must modify the rigidity of an inflexible course to secure the elasticity the public good requires, while we are not obliged to cast away the advantages of a judicious division of labor; and we must show the public that the disadvantages are no more inherent in a graded system than

the particular color is in the animal, and that a well-graded school can as well exist without these difficulties as dogs can live that are not black.

#### DISCUSSION.

J. H. Freeman, Principal of the Leland Graded School, followed with some commendatory and instructive remarks on his experience with an ungraded department, which was necessary for young ladies and gentlemen coming in from the country to attend school through the winter term simply to acquire a knowledge of Arithmetic, Grammar, and Geography.

B. G. Roots, of Tamaroa, agreed with Prof. Turner's theory that pupils could be made to make as much progress in a six-months school as a longer one.

S. M. Etter, of Bloomington, said that after the length of his school had been lessened from ten to nine months his scholars made better progress; the attendance was more regular. Rock Island had had but eight months' schools for several years, and their primary department had been so crowded that but half a day's instruction was given to many in that department.

Mr. Jones had been compelled to hold short sessions in the lower primary departments. Mr. J. then spoke at some length upon an ungraded class. He had kept some scholars in an ungraded class for two or three years, and, by carefully studying their wants and the length of time they had for acquiring an education, had enabled them to make better progress than if they had been confined to the regular grades. A school was for the benefit of the pupils, and rules should be so made as to best attain that object. His no-grade department was what might be termed a country school.

Mr. Etter thought that the rigid rules of the graded schools had caused considerable talk. He would not oblige scholars to remain in a class where it was not clearly beneficial for them. He would put a pupil ahead if possible. Teachers were often given too many scholars. He thought 40 pupils to one teacher were sufficient, but not more than 50 at the outside. The reasons why scholars in country schools often advanced more rapidly than those of cities were that the schools were smaller, and the scholars were more vigorous from enjoying more exercise.

Some one asked Mr. Jones what he did with scholars who were lower or higher in their class. Mr. J. answered that he examined them and accommodated them to the proper class.

F. M. Tyler, of Lockport, inquired if parents would not object to the half-day system from wanting their children away from home.

Mr. Jones thought not.

O. T. Snow, of Batavia, did not like to admit that the graded system

gave advantage to vigorous children from the country. He thought that this was evidence that there was something wrong. The hungry for knowledge would advance faster, of course. He admitted the necessity for an ungraded department in very large schools, but thought it was not required in schools of five or six hundred. In a school of 1,000 the people could afford to employ a teacher for that purpose.

Mr. Blodgett said that progress and development, with the constant change of habits, required the use of improved means in teaching, as in every thing else. He referred to a remark made by some one about country scholars outstripping city scholars, and of the 'good old schools' where children learned so fast; but, under our present improved system of teaching, who could say that we did turn out better scholars to-day than in old times? We should study how to advance scholars by finding first what they needed. We should not be too rigid in adhering to systems. He had taken large scholars and put them up into the high-school room to save them from the mortification of sitting with small children; and when they could not understand a thing he had them come to him privately for explanations. He had heard advocated that higher scholars be employed to teach in ungraded departments, as a benefit to both.

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## THE INSTITUTE FOR THE BLIND.

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PROF. J. LOOMIS.

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On the 20th day of April last, the building of the Illinois Institute for the Education of the Blind was burned to the ground. The fire originated in the garret, by reason of a defective flue, as the furnaces were in the cellar, seventy feet below. It was precisely 10 o'clock A.M. when the alarm of fire was heard in the halls. This was the first notice that we had of danger. At that time the flames were just bursting through the roof. But when men approached the garret with water, they found thousands of feet in flames. In either end of the building, in the upper story, were immense tanks filled with water; but the men could not reach the one for the flames, nor the other from the dense smoke and falling coals. The cisterns and wells were equally unavailable, though there was an abundance of water, for there was a strong wind blowing, which rendered the fire-engine comparatively useless. It was evident to all that the building could not be saved. The only thing that could be done was to remove the goods;

and to this a thousand willing hands were applied. The house was soon emptied, and its contents were piled in confusion beyond danger.

Thus perished the Home of the Blind, which was first occupied in January, 1854. This is old news, but the facts are worthy of record in the Teacher.

When the alarm of fire was given, the pupils were dismissed from their class-rooms, and in a few moments were in safety on the pavement below. The citizens at once opened their doors, and the pupils found new homes, long before the building was consumed. It was decided by the President of the Board of Trustees and the Superintendent that the school should not close before the usual time, and immediately a benevolent lady, the owner of the property which was formerly Berean College, offered this for the use of the blind. After a few days we met in this new situation; and, though every thing was painfully suggestive of the calamity which had fallen upon us, yet we were happy to meet again as a school.

The interests of the Blind were thus temporarily provided for; but what was the prospect for the future? This was a question which the Trustees alone could determine. They were therefore called together to decide what ought to be done, and *what must be*, for the best interest of blind, of which they are the official guardians.

Never was the institution in a more flourishing condition than at the time the main building was consumed. There were ninety pupils, most of whom were young and in the most susceptible period for instruction. All would suffer loss, should the school be suspended for a year. Much that had been done would be lost altogether, or time and extra expense would be required to recover it. The Trustees decided that the school must not be suspended. The duty to keep the school open was imperative.

The next question to be settled was, Can a suitable building be rented? They could obtain, for a year, the Berean-College property. But it was ill suited to the wants of the blind. Many and expensive repairs would be necessary. It could be occupied only a short time, for it had already been given for an Orphans' Home, which was about to be opened, when the calamity to the blind caused those benevolent persons to suspend their enterprise, and to offer the building to the Trustees of the Blind Institution. The Trustees did not fully decide to rent, but they obtained a refusal of the Berean property and adjourned, to meet again very soon.

While these questions pertaining to the interests of the blind were discussed, a still more grave question engaged the attention of the Trustees: Can we build a new institution on the ruins of the old one?

The Trustees had the control of twenty acres of ground already consecrated to the interests of the Blind. These grounds are beauti-

ful and valuable with the culture of many years. Ornamental and choice fruit-trees, flowering shrubs, and beautiful flowers, make its value for the purpose to which it was dedicated above moneyed considerations. The workshop, laundry and other buildings were unconsumed, and are suited to the wants of such an institution. There was an immense amount of material in brick and stone taken out of the ruins, which could be used in building a new edifice. Besides all these, they had, from insurance and other sources, a large amount of money, but not sufficient to finish the work. But the deficiency was at once provided for. Some benevolent gentlemen of this place came forward and guarantied an amount nearly equal to that which they had on hand. This proffered aid of citizens had its influence on the action of the Board. In the mean time an architect had been consulted, and he had submitted the following plan for consideration.

The whole length of the building from east to west, two hundred and forty-four feet. The main or centre part, ninety-six feet front, three-and-a-half stories high; two wings, each seventy-four feet front by seventy-one feet wide, three stories high. The width of the various sections of the building is variable.

These are the outlines of the plan adopted by the Trustees. But, as they had not the means to complete the whole till the legislature makes an appropriation, they determined to build the west wing, to be ready for school this fall. A contractor has the work in charge and is now laying the foundation. The west side of this wing will be built on the same line as the west walls of the former building; but, as the other dimensions are not the same, the whole foundation will be relaid in the most substantial manner. This will carry the new building one hundred and forty feet further east than the former one: but the grounds can be easily adapted to the change, without loss of symmetry. This will relieve us greatly from the annoyance of our very good, but very *noisy*, friends who do business west of the Institution grounds.

Thus it will be seen that the great calamity which fell upon the Institute of the Blind will be, we hope, of short duration. Great as the pecuniary loss may be, that consideration is small, compared to the calamity which the blind would receive were the means of their education to be suspended for a short time.

Never was there a year in which more had been accomplished by my own class than in the one just closed. The average age of the pupils in the Senior Class was several years younger than that of former classes. And never were the very good and the best of a class of nineteen so near each other in excellence. It was a delight to teach them. They were happy in their studies, and so were the teachers. On the morning when the calamity fell so suddenly as a ball from heaven, we were unusually joyful. A rain-storm had raged during the entire pre-



vious day. But the storm had ceased, and every thing was blooming in the early spring. I could not refrain from calling attention to the beautiful scene. When I first entered the Institute the trees and shrubbery, as seen from my desk, were small; large areas of grass were visible between them. Now scarce a square yard could be seen. The horse-chestnuts under the window in the second story could not be seen; but now their tops were several feet above the window-sill. The buds were just ready to burst, and I told the class that one week from that day I would tell them just how many inches the leaves had grown, their rapid growth being remarkable. The birds were sporting among the trees, and it was not uncommon for the pupils to inquire concerning the size, habits and plumage of every bird whose notes were not familiar. Such and similar inquiries are always in order. The atmosphere was in that peculiar condition when sound is heard at a great distance. It was the hour for practice of one of the most proficient in music, and the tones of the piano were heard, loud and clear, from the distant chapel, filling the room with the harmony of sound, as our souls were already filled with the harmonies of nature. Thus passed the last two hours in the old institution, while the fire was raging above, not a soul suspecting danger. Its record is history now.

In closing, I may say we shall rejoice with exceeding great joy when a new, larger and more commodious building shall be completed, and when these interesting pupils shall be gathered again for study.

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## SKETCH OF A LESSON IN COLOR.

### A SUMMARY OF PREVIOUS LESSONS.

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BY MISS R. E. WALLACE, AURORA.

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[Adapted to Children from 8 to 10 years of age.]

*General Object.*—To exercise the Presentative, Representative and Reflective Faculties, and to cultivate Language.

*Specific Object.*—To teach the names of the standard, lightest tint, and darkest shade of the colors named in the *Points*.

*Points.*—I. (1) The standard red is called *Vermilion*.

(2) The lightest tint of red is called *Flesh color*.

(3) The darkest shade of red is called *Crimson*.

II. (1) The standard green is called *Emerald*.

(2) The lightest tint of green is called *Pea Green*.

(3) The darkest shade of green is called *Invisible Green*.

III. (1) The standard brown is called *Chocolate*.

(2) The lightest tint of brown is called *Russet*.

(3) The darkest shade of brown is called *Umber*.

IV. (1) The standard blue is called *Ultramarine*.

(2) The lightest tint of blue is called *Pale Blue*.

(3) The darkest shade of blue is called *Indigo*.

V. (1) The standard violet is called *Violet*.

(2) The lightest tint of violet is called *Mauve*.

(3) The darkest shade of violet is called *Plum color*.

VI. (1) The standard orange is called *Orange*.

(2) The lightest tint of orange is called *Cream color*.

(3) The darkest shade of orange is called *Sorrel*.

VII. (1) The standard gray is called *Normal Gray*.

(2) The lightest tint of gray is called *Pearl Gray*.

(3) The darkest shade of gray is called *Black*.

VIII. (1) The standard yellow is called *Yellow*.

(2) The lightest tint of yellow is called *Straw Color*.

(3) The darkest shade of yellow is called *Indian Yellow*.

*Method*.—(1) The Tr.\* brings before her class a set of colored blocks, and a palette with the various colors (oil tubes) upon it. Tr.—Who can tell me what our lesson will be about to-day? H.R. Mary.—About color. C.D. Tr.—When we have talked about the colors, how many things have we found out about each one? H.R. Ch.—Three things. Tr.—What are they? H.R. Ch.—Each color has a standard, a tint, and a shade. Tr.—Now, as I hold up the different colors, you may give me *in concert* the name only, and spell it. Children do so. Tr. arranges them in a table (on the board) as Ch. name them—

Standards.	Tints.	Shades.
1. Vermilion,	Flesh Color,	Crimson.
2. Emerald,	Pea Green,	Invisible Green.
3. Ultramarine,	Pale Blue,	Indigo.
4. Chocolate,	Russet,	Umber.
5. Normal Gray,	Pearl Gray,	Black.
6. Orange,	Cream Color,	Sorrel.
7. Yellow,	Straw Color,	Indian Yellow.
8. Violet,	Mauve,	Plum Color.

Ch. then read the table, reading *across* it. Tr. requires the Ch. to make a very general application, by means of the blocks, their clothing, flowers, leaves, etc. Tr. erases, and removes all the articles she has been using.

*Summary*.—Tr. names a standard. Ch. give in concert the tint and

EXPLANATION OF ABBREVIATIONS.—Tr. = Teacher; Ch. = Child or Children; I.R. = Individual recitation; S.R. = Simultaneous recitation; H.R. = Hands raised; W.B. = Write on blackboard; C.D. = Class decide.

shade belonging to it. Tr. names a tint. Ch. standard and shade. One child names a shade, the rest give the standard and tint. Tr. varies the summary in this way, according to her own judgment.

[NOTE.—This lesson is not a developing lesson, but is based upon a series of lessons developing separately each of the Points previously given. In all of the Color lessons the teacher should have the children make very nice discriminations between the different tints and shades.]

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## C O M P O U N D   W O R D S .

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It is surprising with what frequency hyphens are omitted between the parts of compound words, and inserted where the purpose would be answered as well without. Persons are apt to write glass-house, a house where glass is manufactured, for glass house, a house made of glass; paper-box, a box to put paper in, for paper box, a box made of paper, and *vice versa*. Other examples are the expressions live-oaks, and live oaks; the former meaning a species of oak, as the live-oaks of Texas, the latter, growing or thriving oaks. Honey-moon and honey moon are so different in meaning that, while the former refers to the first month after marriage, the latter, almost meaningless, means a moon of honey. Black-lead, black-grass, black-gum (for which see definitions in Webster's Dictionary) are perceptibly changed in meaning by omitting the hyphen. Black lead means lead of a black color; black grass means grass of a black hue; black gum means gum of a black color. High-sounding literature is a term implying a sort of pompous literature, or writing; but high sounding literature has hardly any meaning. Well-informed means intelligent, possessed of an accurate knowledge of things; well informed means correctly informed, or so as not to admit of doubts. Several rules are laid down for this purpose, which are found quite important. Words:—Silk gown, salt mine, gold pen, no hyphen. Rule 1. "Omit the hyphen when the first substantive serves the purpose of an adjective, expressing the matter or substance of which the second thing is composed, an may be placed after it with *of* (not denoting possession)." Words:—Laundry-maid, grog-shop, cork-screw, school-master, with hyphen. Rule 2. "When the first word does not express the matter or substance of the second, and may be placed after it with *of* (denoting possession), or with *for*, or *belonging to*, the hyphen should be inserted." *Eclaircissement*. Rule 1. Silk gown means a gown of silk. The first substantive, by designating the substance of which the second consists, serves the purpose of an adjective, and may be placed after the second with *of* (not denoting possession). Salt mine and gold pen, ditto. Rule 2. Laundry-maid means a maid for the laundry; grog-shop means a shop for grog,—more distinctly, a place where grog is sold; school-master means a master of a school, etc. The first words do not express the matter or substance of the second, and may be placed after them with *for* or *of* (denoting possession).

Of the many words, however, coming to our notice in the form of compounds, at least one fourth were better, if not more correctly, not hyphenated. The frequent and long use of them certainly sanctions the omission of the hyphen. The following are words of this class: Inkstand, schoolhouse, schoolroom, schoolmaster, statesman, journeyman, bookstore, bookseller, fisherman, loghouse, honeysuckle, hummingbird, mockingbird, bumblebee, etc., etc. Most, if not all, of these, however, are often written by good writers with the hyphen inserted.

Anon. in Northampton Educator.

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## EDITORIAL DEPARTMENT.

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### *EDITOR'S CHAIR.*

COUNTY SUPERINTENDENCY.—From the papers in various parts of the state we notice that the people are giving to this office an attention more nearly commensurate with its importance than heretofore. While it is to be regretted that the choice of Superintendents is connected with political elections, it is hoped that in the selection of candidates the people will be guided only by a desire to select the best man for the position, irrespective of party bias. The administration of the educational interests of the state should be kept aloof from the heat of party contests or the struggles of factions. The schools are for the general education of the people, of whatever political or religious faith. In them all should work harmoniously together for the common good. Such can not be the case where the instruction or management is of a party or sectarian nature. It matters not, then, what is the sectarian or political belief of those in control. The interest of every citizen demands that all positions in connection with our schools, this one especially, should be occupied by the best talent.

In its direct influence upon the character of the schools, this office is more powerful than all others combined. Its responsibilities are great, demanding a variety and strength of talent possessed by few. The Superintendent, by his examination, determines what teachers shall have charge of the schools. This delicate duty should be discharged with an eye single to the public good, without regard to personal prejudice or public favor. He is to see that only the best possible workmen are allowed to train the tender minds and turn the susceptible hearts of the youth toward that which is pure and ennobling, and away from every thing low and depraving.

He is to visit the schools under his care. If he is the man for the position, he can, in discharging this duty, accomplish incalculable good. In advising teachers, in counseling with parents, in encouraging pupils, every one interested in the school should be made to feel his influence. By such personal power this officer is in position to excite a general educational interest throughout his county. He is the leader to whom all look, and who is expected to take the initiative in all movements of the kind.

The holding of institutes is another duty devolving upon him. This gathering of teachers is like the drill of the army preparatory to the conflict. Here the studies are reviewed, the plans are laid, and the preparations are made for the coming year's work. Improved methods are to be presented, and a new spirit and enthusiasm created, which will lead to well-directed, effective effort.

The questions which arise for the Superintendent to adjudicate are often of great moment, requiring much knowledge, tact and management on his part. For the performance of all these duties, men well fitted are seldom found. To do the work well, or even tolerably, there should be a special preparation. Before a Superintendent is qualified to examine teachers and grant certificates, he should himself have a good education. His scholastic attainments should, at least, reach a certain standard prescribed by law. Were such the case, the examination would, in many instances, cease to be a matter of mere form, and be an intelligent discrimination between the qualifications of candidates: an encouragement to the good, a rejection of the bad, and a healthy stimulus to greater attainments to both. An examiner who is master of the position has a respect of teachers and an intelligent community, which secures a cordial coöperation from them, not given under any other circumstances.

The Superintendent should not only be a man of learning, but a man of large experience in school-work. Book-knowledge is not alone necessary in the teacher. A knowledge of practical school-work in all its details is equally requisite. Of course, thus much is indispensable with him who is to judge of teachers in their school-rooms. A man who has had experience in teaching is best fitted to appreciate the situation and discharge its duties. With the best of motives and the most conscientious effort, my neighbor, a successful farmer or a skilled physician, might succeed as poorly in directing a system of schools as in engineering a railroad.

These and other important qualifications may not be available in every instance; but the interests of education require that men occupying the position of County Superintendent should possess them as far as possible.

**PHYSICAL CULTURE.**—At the request of the Trustees of Amherst College, Dr. Allen has prepared a report on Physical Culture as practiced in that institution. This report is valuable for the bearing which it has upon the subject of physical education in connection with schools generally. It is just to state that Amherst furnishes the first instance of the elevation of this study to the same rank as the other branches taught in the college course; and that the credit of the movement is due to President Stearns, who persistently presented the subject to the Board of Trustees in several reports, and who has taken a deep personal interest in carrying out the plan.

The distinguishing feature of physical education at Amherst is that it is incorporated into the regular college curriculum, and made as obligatory as is the study of the Mathematics or the Classics. The teacher of this department is one of the college faculty, and is styled 'The Professor of Hygiene and Physical Education'. His duties are to give instruction in Gymnastics, to teach Elocution as connected with physical training, and to give instruction in whatever pertains to common Physiology and Hygiene. The health of the students is the special object of his care and counsel. The gymnasium is entirely under his control, and is supplied with extensive apparatus for every variety of physical exercise. The object is, not to make expert gymnasts, but



a judicious development and exercise of the whole human system, on the principle that "A sound mind can exist only in a sound body."

In addition to the improvement in the general physique of the students, and their ease and grace of bearing, there has been a marked effect upon the general sanitary condition of the institution. The breaking-down of the students on account of poor health, which, years ago, was of frequent occurrence, is now very rare. A careful and complete register of sanitary statistics, which has been kept since this system was introduced, shows that the actual amount of sickness in the college has diminished during the past eight years more than one-third. A more marked result is the diminution of sickness in every class, each year after entering college. During these eight years there has been, on an average, more than three times as much sickness during the Freshman year as during the Senior year. The reason, urged by some, that the weaker students fall out during the first year or two is largely controverted by the fact that many of these feeble ones grow strong under the system, and are healthier men when they leave than when they entered college. The 'vital statistics', which are taken through the entire course, show a marked gain in strength, chest capacity, etc.

Aside from this physical gain, there has been an elevation of the standard of scholarship during this time. It may be the case that there were individual instances of as high scholastic attainments years ago as now; but the Registrar of the college states that the aggregate scholarship of the class is greater now than formerly.

Another decided advantage of the system is its moral effect. On this point we copy from the report. "While no system of gymnastics alone can be expected to break up settled habits of dissipation, such as intemperance, licentiousness, and the excessive use of tobacco or any other stimulant, still, combined with other good influences, they have a direct tendency to forestall or arrest such practices, by giving a safe vent to the animal spirits, by regularity of physical exercise, by improving the general health, and producing a more normal condition of the brain. But there is a vice (nameless here) more terrible in its effects, both physical and mental, upon the student than either of the above, and over which gymnastic exercises have great influence. In fact, it is the testimony of the highest medical authorities, that regular and tolerably severe gymnastic exercise is not only the most effective means of preventing or checking this vice, but is really the best curative agent. And it is a gratifying fact that we can add the testimony of the professor in this department, that gymnastics have been working a like result in this institution."

The report closes with the unanimous testimony of graduating classes to the good results of the system.

ILLINOIS NORMAL-SCHOOL SYSTEM.—[The following article was written for the Journal of Social Science, by Hon. J. D. Philbrick, Superintendent of Schools, Boston, Mass., and has been copied into the Massachusetts Teacher.]

To the State of Massachusetts belongs the honor of establishing the first Normal School in the United States. Led by her example, about twenty other states have now made a beginning in providing for the professional training of teachers. But until recently no state had seriously undertaken the development of a *System of Normal Schools*, capable of supplying with competent teachers all the public schools of every grade, both in rural districts and in cities. Illinois has, however, now taken the lead in the solution of this diffi-

cult and important problem, in a way which seems to promise entire success. The State Normal University, at Bloomington, was established in 1857; and so rapid has been its growth that, in point of numbers, it already stands first among the normal schools of the country, while in respect to thoroughness and efficiency it is probably second to none. It has made itself felt especially by creating a large demand for professionally-trained teachers—a demand far greater than it could supply. Seeing the superior success of the teachers educated for their work in this institution, the educators of the state took the ground that means ought to be provided as speedily as possible for the special education of all teachers. The State Board of Education, the Chief Superintendent of Public Instruction, the President of the Normal University, and the County Superintendents of Schools, seem to be in perfect accord in regard to this matter. The general idea of the plan, which has already taken definite shape, is to reorganize the course of instruction in the Normal University, by cutting off all rudimentary work, and raising the standard of requirements so as to make of it a normal seminary of high grade; and to establish in each county a normal school of a lower grade, which shall become to the central school what the high school or academy is to the college. The county normal schools are to be established, maintained and managed by the county authorities, the civil organization of Illinois being such as to render the execution of this plan practicable and easy. The leading objects sought to be accomplished by county normal schools are thus summed up by the Superintendent in his last Report: "They are to secure, with the least possible delay, better-qualified teachers for the common district schools of the respective counties; to bring the advantages of a professional training near to the homes of as many teachers as possible, thus increasing the number of those who will attend, and reducing the expense; to meet the case of the very large number who intend to teach but a short time, by enabling them, through briefer courses of study, to fit themselves for teaching the common branches, by a thorough review of those branches, together with the best methods of teaching them; to establish what will be, in effect, a perpetual local institute of a high order, which teachers can attend a few months in the year, or when their schools are not in session, and more thoroughly prepare themselves for their work."

These objects can not but commend themselves to the judgment of all. The movement was begun by Professor John F. Eberhart, the able School Superintendent of Cook county, by whose persevering efforts the first county normal school was established at Blue Island, near Chicago. The success of the experiment attracted the notice of the press, and of teachers and friends of common schools in other parts of the state. Peoria and Bureau counties soon followed the example of Cook; and in a number of other counties initiatory steps have been taken toward the opening of normal schools under the auspices of the county authorities. In some of these short sessions of from four to six weeks have already been held.

At the last annual meeting of the State Association of County Superintendents of Schools, a committee from that body was appointed to petition the legislature for the additional legislation deemed necessary to give full powers to the County Supervisors to levy and collect county taxes for the support of county normal schools, and to appoint county boards of education to control and manage such schools, and to provide for the uniting of two or more counties for the establishment of a normal school; should it be found desirable in some cases to do so. The State Superintendent of Public Instruction, Hon.

Newton Bateman, one of the foremost educators in the country, has entered into this movement with much zeal, in the full belief that it affords the most feasible solution of the great problem of a supply of better teachers. From present indications, it appears probable that the hundred counties of the state will soon be engaged in a sharp competition for normal schools.

We call attention to this movement as one of national importance, in the hope that other states will be aroused to a sense of the necessity and the feasibility of taking measures to provide trained teachers for all schools through the instrumentality of a comprehensive system of normal schools of different grades.

**COLLEGE ITEMS.—Yalc.**—The examination for the next Freshman Class has resulted in the admission of 115 in the college proper, and 28 in the Scientific Department. The latter department has just graduated a class of 26; the former, 115.

**Dartmouth.**—The graduating class numbers 58. During the past year this institution has received in gifts about \$165,000. The centennial celebration was very largely attended by the alumni, comprising Chief-Justice Chase, Senator Patterson, and many other men of national fame and scholarship. A resolution was passed to raise \$200,000 for the benefit of the college, of which \$25,000 were subscribed on the spot.

The Presidency of the *College of the City of New York* has been accepted by Major-General A. S. Webb, who has assumed the duties of the office.

Professor Charles A. Aiken, of Princeton College, New Jersey, has been elected President of *Union College*, N. Y.

The Professorship of Mathematics in the *Iowa State University* has been accepted by Mr. J. M. Gow, for several years Superintendent of Schools in the City of Rock Island. Mr. Gow is one of the most successful teachers in this state, and is especially so in Mathematics.

**GEORGE PEABODY.**—At the dedication of the Peabody Institute in Danvers, Mass., on the 15th of July last, Mr. Peabody gave to the institution \$45,000, which, in addition to the sums previously given, makes \$100,000. Danvers is fortunate in being the birthplace of such a man.

ATTENTION is invited to the pamphlet circular of Messrs. E. H. Butler & Co., stitched in with this number of the Teacher. Mitchell's Geographies have for many years been extensively used throughout the West. By careful and frequent revision they are kept up to the times, rendering them much more reliable and satisfactory than text-books in this branch of study usually are. Messrs. Butler & Co. also publish other valuable school-books, a list of which will be found in their circular.

**SCIENTIFIC NOTES.—Asteroids.**—The number of these bodies now known is 108, of which 51 have been discovered during the present decade. The greatest number of asteroids are discovered in the spring and fall months, because the nights are too short and too bright during summer, and because the sky is too often overcast during the winter months. The total number discovered during the different months and seasons are as follows: Winter, 10; Spring, 38; Summer, 18; Fall, 42. Total, 108.....**Mountains in the Moon.**—The German astronomer Madler, who has been measuring the height of the mountains in the moon, finds that 22 are higher than Mount Blanc, which is within a few feet of being three miles high; six are above 19,000 feet. The highest observed mountain in the moon is 24,344 feet high.

**EDUCATIONAL COLUMNS.**—A number of the weekly newspapers of the country are establishing an educational department as a regular feature of their respective issues. This is an excellent movement. No other means will so effectually awaken a popular interest in the educational work. The Weekly Spirit of the Times and the Miners' Journal, of Pennsylvania, the Perryville Union, of Missouri, and several papers of our own state, have their educational columns. Let the teachers of their respective neighborhoods see that they are well sustained.

**PRONUNCIATION OF THE ANCIENT CLASSICS.**—The committee of the recent Philological Convention at Poughkeepsie, N. Y., to whom was referred the question of a uniform system of pronouncing Latin and Greek, through its chairman, Dr. B. W. Dwight, reported as follows:

"While the committee recognize the fact of the very wide diversities of opinion among American scholars concerning the mode of pronouncing the classical languages, and while among the members of the committee themselves there are considerable differences of judgment, they agree in stating that they deem some uniform system of pronouncing the classical languages greatly desirable, if possible to be obtained. They would favor, as at least one feasible step toward such a result, the adoption of the Continental system of pronouncing the vowels in the Latin and Greek. It is also their opinion that it is desirable to observe the accents in reading Greek, and to mark the quantity of vowels in reading both Greek and Latin.

## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

**BLOOMINGTON.**—The new High-School building, 66 ft. by 77 ft., and three stories high, is just completed. The basement contains living-rooms for janitor, furnaces, etc. The first and second stories contain each two school-rooms, in size 26 ft. by 36 ft., also a room for Board of Education and recitation-rooms. The third floor contains one room, 36 ft. by 52 ft., with recitation-rooms adjoining. The building is supplied with convenient halls and all accommodations of a model school-house. With the cost of furnishing, heating, and fencing, the whole expense will not be less than \$35,000.

**CAIRO.**—Joel G. Morgan, Esq., Editor of the Southern-Illinois Teacher, has succeeded Mr. Burlingham in charge of the public schools of this place. Salary, \$2,000.

**COOK COUNTY.**—The County Normal School will open at Englewood, Sept. 6th, in the building occupied by the district school. The salary of the Principal has been increased to \$3,000; that of his Assistants, Misses Frost and Gorton, to \$1,200 each. Miss Paddock takes charge of the whole district school, which includes the Training Department, at a salary of \$1,200, assisted by Misses Robinson and Parks, two of the recent graduating class, at salaries of \$600 each. Superintendent J. F. Eberhart has remembered the graduating class of the Normal School, 28 in number, by presenting each of them with one year's subscription to the *Teacher*. Thank you, Friend Eberhart. May the spirit of your example become contagious.....The Board of Supervisors have let the contract for the building for their Normal School. The building is to cost \$65,000 and to be completed by the first of January next.....*Chicago.*—Prof. James R. Dewey has resigned his position as instructor in the Classics in the High School.

**NORMAL UNIVERSITY.**—The catalogue for 1868-'69 shows 462 students in the Normal Department, classified as follows: Seniors, 19; Middle Class, 82; Juniors, 361. 268 were gentlemen and 194 ladies. Of the whole number, 19 finished the course; 6 have done more than two years' work; 19, the work of just two years; 55, the work of between one and two years; 28, just one year's work; 81, the work of two terms; and 254, less than two terms. In the High-School department there were 78 pupils; in the Grammar-School, 194; Intermediate and Primary, 45; making a grand total of 781 students in the institution. At the meeting of the Alumni of the University, in June last, every class was represented except that of 1861. Mr. E. A. Gove was made a committee on the subject of a memorial to the members of the University who lost their lives in the late war. The literary exercises of the meeting were a paper, *School Days*, by Mrs. S. M. Strickler; one by Miss S. Grace Hurwood, on *Moss Fruit*; and one by Prof. John W. Cook. The officers-elect are O. F. McKim, class 1865, President; Miss R. E. Barker, class 1868, Secretary; E. A. Gastman, class 1860, Treasurer.

**PEORIA.**—The vacancy in the charge of the High School, occasioned by the election of J. E. Dow, Esq., to the Superintendency, has been filled by the engagement of E. W. Coy, Esq., as Principal. Mr. Coy is well known as an able teacher. We are glad to hear of his return to the work of education, for which he is so well fitted by nature and experience.

**PRINCETON.**—Mr. C. P. Snow, late Principal of Third-Ward School in the city of Peoria, has been appointed Superintendent of Schools in Princeton, at a salary of \$1,500 per year.

**ROCK ISLAND COUNTY.**—Through the efforts of Mr. Sturgeon, our County Superintendent, the Rock Island County Teachers' Institute convened at Andalusia, June 30th, 1869, and lasted three days. About forty teachers were present. It was, also, well attended by the citizens, who, for their courtesy and hospitality, will long be gratefully remembered by those who were present from a distance. The sessions were as interesting, throughout, as could be expected from a newly-organized body. If this meeting has formed the beginning of a better state of things, by awakening in the minds of some a greater interest in the cause of education and stimulating and encouraging the teachers to more earnest and active exertions, it has accomplished its object. Near the close of the last session, resolutions were adopted by the institute—returning thanks to the citizens of Andalusia and to the instructors and lecturers before the meeting; to hold semi-annual sessions; declaring it to be the duty of every teacher to attend institutes; that the grade of attainments for which teachers' certificates are given should be raised; and that every teacher should subscribe for an educational journal.

**WINNEBAGO COUNTY.**—Educational interests in Winnebago county seem steadily advancing. Durand, Cherry Valley, and Winnebago, will each have a new commodious school-house for the use of a graded school in the fall. Sup't Andrew keeps actively at work among the schools, and a better grade of teachers and greater zeal on the part of school-officers is evident. At Peca-tonica is a very successful and enthusiastic school. Here the Graded Songs, so well established in the Chicago schools, have been introduced, with the most gratifying success. The teachers saw Dr. Miller's presentation of the



Chicago method at the County Institute in April, and immediately concluded they had learned a valuable thing for their own practice. That institute was the means of rousing much interest. Dr. Edwards spent a day there, delivering a lecture in the evening and leading various drills in Reading and talks on matters of school economy during the day. The City of Rockford is gradually bringing its school-accommodations up to the demands of its population. The policy of the authorities now is to build two-story buildings conveniently located for primary and intermediate schools. Such schools are more manageable and more satisfactory to parents of small children than greater buildings less conveniently located. Primary pupils need such difference of recess and of general arrangements that it is well to put them in separate buildings. The city has now two large buildings, each with a full gradation of schools in it, one on each side of the beautiful Rock river, with two smaller buildings in East-Rockford, while upon the west side of the river the ward south of Kent's creek has its grammar and lower schools, and, besides, a primary building has been in use some time north of the creek, and another building will be ready for occupancy in the fall. The lectures of Prof. Sanborn Tenney upon Natural History roused much interest last winter, and gave renewed impetus to the study and discussion of that class of subjects. Arrangements are made for a course of lectures by him upon Geology the coming winter. It is a real pleasure to listen to the lectures of this gentlemanly scholar, who adds the refinements of a cultivated speaker to the learning of an enthusiastic naturalist. Mr. Rulison will take charge of the school at Durand. Mr. Johnson, late from Oberlin, succeeds Mr. Rulison at Pecatonica. s.

#### FROM ABROAD.

KANSAS STATE TEACHERS' ASSOCIATION.—The Association met this year at Manhattan, June 29th and 30th, and July 1st. Between two and three hundred teachers and friends of education were present, a much smaller number than would have been but for two things: first, most of the schools had been closed for a week, and very many of the teachers were away homeward; and again, the great rains had made it impossible to travel on many of the roads.

On Tuesday evening, 29th June, at 8 o'clock, the President of the Association, Hon. D. J. Brewer, of Leavenworth, delivered an address on *The Extent of Scientific Research*. President Brewer's address, though dealing only with practical, sober matters of fact, and aiming only at practical results, was happily adapted to the occasion. It was a prose poem. The Association showed its good taste, the next day, by insisting that the address be repeated, to a much larger audience than was present at its first delivery.

Wednesday forenoon, H. D. McCarty, of Leavenworth, read a paper favoring the *Township System of Districting*. State Superintendent McVicar read extracts from a number of letters from County Superintendents, going to show that in the thinly-settled counties a system of districting which should follow congressional-township lines would not now meet the wants of the people.

Mrs. J. H. Gorham, a member of the Faculty of the Normal School at Emporia, read an able and earnest essay on *Woman's Right to be Educated*.

Wednesday afternoon, Mr. Hastings, of Atchison, read a paper on *Order in the School-room*.

Prof. B. F. Mudge, of the Agricultural College at Manhattan, next read an

argument against *Flogging in School*. This paper drew forth the most earnest discussion yet had. The advocates of whipping had it, in point of numbers. But the leaven is being hid, and will work.

Wednesday evening, Miss Farner, of Leavenworth, read selections from Richard the Third; after which, Mr. Calvin Townsend, of Rochester, New York, spoke on *Signs*. Imagine half a thousand people all holding on to their clothes lest buttons fly off, from the violent action of the muscles about the midriff; imagine half a thousand swaying bodies and contorted faces, and the sound of cachinnation like the voice of many waters, and you have the visible, audible result of Mr. Townsend's piece.

Thursday morning, Prof. J. D. Parker, of Washburn College, read an able argument against the *Marking System*. Prof. Parker's paper struck the same key as did Prof. Mudge's, and brought out an equal amount of the same sort of criticism. Courage and patience, brothers! "It's coming yet, for a' that."

Miss Alice Norton, of Manhattan, next read an essay on *Primary Schools*. Miss Norton is a graduate of the Kansas Normal School. Her methodic plan, so clearly stated, and so well illustrated by a year's successful teaching, reflects credit on her teachers, Messrs. Kellogg and Norton and Mrs. Gorham, of the Kansas Normal School.

Mr. C. Townsend, of Rochester, N. Y., next presented his method of *Teaching the Constitution of the United States* in the school-room.

Thursday afternoon, Mr. Gage, of Junction City, read a paper arguing for *Compulsory Attendance* in the common school.

Mr. Taylor, of Wyandotte, next spoke in favor of *Phonetic Spelling* in schools. Mr. Taylor, in his calling as editor, has had his attention so often called to our barbarous spelling, so wasteful of time in its acquirement, as to make him a radical on this subject. Be of good cheer, Bro. Taylor! one of two things will come to pass before you are a hundred years older: the English language will be abolished as unfit for civilized speech, or its confounded spelling simplified. When spelling comes to be the simple vocal analysis of words, a pleasant, intellectual exercise, full of the charming surprises of discovery to the mind, in stead of the constant contradiction of reason and the dead-loading of memory, then will one of the crookedest places in the road up the hill of science be straightened.

Messrs. Kellogg and Norton, of Emporia, editors of the Kansas Educational Journal, after the presentation of a report by Mr. Palmer, of Wyandotte, as chairman of the Committee on The Educational Journal, proposed to the Association to assume control of that Journal for two years, pay all its debts, and take all the profit they can make by its publication. This proposition was accepted.

The Secretary, Mrs. Gorham, read a resolution stating that two hundred thousand acres of land had already been lost to the schools of Kansas, by a failure to provide for the reservation of the 16th\* and 36th sections, in the treaties made with the several Indian tribes for the cession of their lands, and that two hundred and fifty thousand acres more are about to be so lost by the Osage Treaty, and calling on our Senators, our Representatives in Congress, and our state authorities, to prevent this great wrong.

A resolution looking to the introduction of the study of Civil Government in the common schools was passed.

The following officers were chosen for next year: *President*—I. J. Banister,

Paola, Miami Co. *Vice-Presidents*—The County Superintendents then present. *Recording Secretary*—Alice Norton, Manhattan. *Corresponding Secretary*—T. C. Dick, Oskaloosa. *Executive Committee*—E. F. Heisler, Wyandotte; Mrs. J. H. Gorham, Emporia; Miss E. M. Dickenson, Atchison; Prof. E. S. Williams, Leavenworth; Mr. P. Fales, Franklin Co. *Treasurer*—Miss E. Ela, Emporia.

Wyandotte was chosen as the place of next meeting.

A choir of ladies and gentlemen of Manhattan, led by Prof. J. Evarts Platt, of the Agricultural College, furnished excellent music, from time to time.

At four o'clock Thursday the Association accepted the invitation of Pres. Denison, of the Agricultural College, and visited that institution.

Thursday evening was spent in a delightful social gathering.

All together, this meeting was a success. I should have been surprised if it had been less than a success. Men and women of culture, many of them successful teachers, many of them trained in the best schools in the United States, ought to make such a meeting profitable.

R. M. T.

Wabauasee, Kansas, July, 1869.

..... The *State University* has recently received apparatus exceeding in value \$10,000. The *Agricultural College* has had, during the past term, more than 70 pupils enrolled.

CALIFORNIA.—The University of this state has, at present, four members in its Faculty. Six other chairs remain to be filled. The salary of the professors is \$3,600, in gold; that of the President *pro tem.*, \$6,000.

INDIANA.—At the meeting of the Collegiate Association of the state in July last, reported quite fully in the *Indiana School Journal*, several interesting questions were discussed. The proper committee reported that the time given to the study of the Ancient Classics should be about twelve terms of thirteen weeks each. Of the various opinions given, the majority favored lessening the time now given to these studies. A resolution was adopted looking to a uniform High-School Course, which shall harmonize with the College Course. The Committee on Harmonizing the Course of Study in Colleges made a report, of which the following extract is a portion.

"At the last meeting of this body it was agreed that this process of harmonizing should proceed on a basis of four years devoted to a college course, divided between the languages and the several sciences. The first, and one of the most important points in this investigation, is to determine where this four years' course shall begin. It would be a desideratum in our college course, could we dispense altogether with the Preparatory Department, and receive our students already qualified to enter the Freshman Class. But in the present state of our high schools, we will, for the time being, at least, be compelled to provide preparatory instruction in connection with the college course. This preparation, whether obtained in the high schools or in our own departments, should place the student in possession of a good knowledge of the following branches, to wit:

"First—The eight common-school branches prescribed by the thirty-third section of the common-school law, and at least one term devoted to each of the following branches, to wit: English Composition, Botany, Natural History, and English History.

"Second—Elementary Algebra completed.

"Third—Latin Grammar and Reader, and, in appropriate portions, Cæsar's Commentary and Cicero's Orations.

"Fourth—Greek Grammar and Reader, and one term in Xenophon's *Anabasis*.

"Fifth—In the college proper, the Greek and Latin languages shall be studied to an extent not exceeding one-fourth of the time employed by the student.

"Sixth — Mathematics, occupying one recitation per day for two years, or one-eighth the whole time.

"Seventh — English Language and Literature, including Rhetoric and Composition, one-eighth of the whole time.

"Eighth — Physical sciences, comprising Chemistry, Natural Philosophy, Astronomy, Geology, including Physical Geography, Botany, Physiology, Zoölogy, one-fourth of the course.

"Ninth — Political Economy, Mental and Moral Philosophies, Constitutional Law, Evidences of Christianity, and Biblical Literature, Logic, General History, Analogies of Natural and Revealed Religion, and History of General Literature.

"*Elective.*—We recommend that if any student should elect to take an equivalent of German and French languages in the place of the Greek, he shall be graduated with the degree of A.B.

<p>"R. T. BROWN, "GEO. W. HOSS, "W. A. BELL, "L. L. ROGERS.</p>	} Committee."
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The following discussion concerning the study of Greek in High Schools will be of interest to our readers.

The report was taken up and considered by sections.

Professor Benton wanted to hear some views expressed regarding the study of Greek in the High Schools.

Professor Olcott gave his opinion that the same reasons existed for the study of Greek as of Latin, and that whatever ought to be done could be done. The High Schools should fully prepare the pupil for College.

Professor Hoss thought Greek should be left out of the High Schools for two reasons—expense and teachers; that Colleges should teach all the Greek, either in the Preparatory or Collegiate courses. The Ohio Association has recommended that pupils enter the Collegiate course without any knowledge of Greek.

Dr. B. F. Rawlins considered that a thorough education should be attained in the High School. He feared for the practical tendency. Many wanted a liberal education, and wanted to prepare in the public schools. He had boys he wanted to prepare for College, and did not want to send them away from home for that.

Dr. Elliot claimed that the great object of Common Schools is to prepare for Collegiate education. Colleges must be adapted to Common Schools, and not Common Schools to Colleges. What was usually called practical did not lack the culture and drill that were usually claimed.

W. H. Wiley said that High School courses should be arranged with reference to Colleges—that in large cities they should be four years, the last year corresponding to the college Sophomore year; and that in smaller cities and towns the course for High Schools should be only three years, the last year corresponding to the Freshman year in the college. This arrangement would prevent any break in the pupil's course of study.

W. A. Bell argued that the High School course should not be arranged with reference to Colleges, but with reference to the greatest good to the masses that will never go to Colleges; that the Colleges should take them as they come out and carry them through. Colleges should be arranged with reference to High School courses. The masses of pupils should not be encouraged to take more than one foreign language while in the High School.

Dr. Holmes thought that the tendency was to establish preparatory departments in connection with Colleges, rather than to abolish them. This course seemed necessary, as Colleges must for the most part prepare their own pupils in the ancient classics.

Mr. R. A. Sturgis thought this matter simple enough if all were going through College; but most will not. Some will not know until they have gone through the High School whether they will go to College or not.

Prof. S. H. Thompson believed that a preparatory course did not remedy the matter. What shall we do with those who come to us prepared in every thing except Greek? He objected to beginning Greek in the College proper.

Prof. Hoss claimed that the point was not as to the usefulness of Greek, but as to whether the time and money necessary to teach it to the few who would

study it in the High Schools could not be spent to better advantage in other directions.

He argued that nature had not fixed the time and place for Greek in a course of study, and that, under the circumstances, it must go some where in the College course; that Colleges must yield a little to accommodate themselves to the demands upon them.

President Hobbs insisted that the High School should do a given work, and then that Colleges should do the rest. There should be a continued, regular course from the Primary school to the University. In regard to expenses, the question is not so much whether we *ought* to pay for teaching Greek as it is whether we *can*. Wants to see the simpler sciences put in the preparatory, and the Greek placed in the College proper. Were it not for sacred literature, Greek could be dispensed with altogether.

.....The Indiana Teacher has been merged into the School Journal. Hereafter, the names of both will appear on the cover. The chief editors will be Prof. Geo. W. Hoss and W. A. Bell. At the head of a list of five associate editors is the name of A. M. Gow, formerly in charge of the Illinois Teacher..... Among other donations from private sources to literary institutions of the state, the Journal names that of Hon. John Purdue, of Lafayette, who, by a gift of \$150,000, has secured the location of the State Agricultural College at Lafayette, and has the honor of giving name to the institution. It is to be called Purdue University.

IOWA.—*Agricultural College*.—The accommodations of this institution are full, and pupils are rejected weekly for want of room. The number of students is 164, 35 of whom are girls. The labor of instruction and general management is performed by Pres. Welch with seven assistants, three of whom are ladies. The labor system, which has failed in so many similar institutions, has been inaugurated here with every prospect of complete success. The students perform their two hours' work each day, with a degree of cheerfulness and zeal that is extremely gratifying to the entire faculty, all of whom are firm believers in the system. The recitations occupy the forenoon of each day, the afternoon being devoted to labor, recreation, and study. The labor is performed by dividing the students into squads, each under the direction of a captain, who receives the tools from the tool-house, directs the labor of his company, keeps a record of the time, quality of the work, and reports to the President in writing.....*Home for Soldiers' Orphans*.—This institution is located in Davenport, and during the year has contained an average of 500 children, from two and a half years to seventeen years of age. About one half of them are boys. The cottage system is the plan adopted in its management. The buildings in common are kitchen, dining-hall, hospital, laundry, and sewing-room, all under the care of seventeen cottage managers, one steward, assistant superintendent, and seven teachers, with the necessary number of laborers. The children are encouraged to manual labor, of which, when not in school, they have done much by the way of improving and beautifying the grounds. ....*State University*.—Four hundred students were in attendance during the year. At the close of the year, 30 students graduated from the Normal Department, twelve from the Academic, and eighteen from the Law. More than one-third of all the students are in the Normal Department.

KENTUCKY.—An animated meeting of the colored friends of education was held in Louisville in July, The telegraph says that the object for which the convention assembled was accomplished—the provision of means for the education of colored children.



MAINE.—By the favor of Prof. Shurtleff, we have a copy of the proceedings of the Maine Educational Association, at its meeting in November last. It is a pamphlet of 47 pages, containing quite full abstracts of the discussions held and essays and papers read. These are all interesting, and suggest to the teacher many valuable ideas. During the session of the first evening, Hon. Warren Johnson, State Superintendent, read some extracts from the last report of our own State Superintendent, Hon. Newton Bateman, which he entitled "A Voice from the West." This reading gave rise to a discussion, the abstract of which we copy. As a compliment of the educational spirit and men of West, the institutions of our own state and their official head being taken as their representatives, they will interest the readers of the Teacher. While acknowledging the compliment, the teachers of the West will always strive to deserve it.

Mr. Johnson remarked, in conclusion, that while we conceded to the West greater material development and political strength, we have flattered ourselves with the superiority of New-England brain-power. Was there not reason to fear that 'brains' were also taking legs and moving westward? But, beside the spirit of emulation, we had every inducement to greater activity in the cause of public instruction. He believed that more temperance and anti-tobacco communities could be produced through this agency, by convincing the intelligence, than by smiting public opinion with statutory enactments.

Dr. True said he was afraid the empire of mind had been already transferred to the West. He had been impressed with this idea by interviews with prominent educators in Wisconsin and in Chicago. We ourselves are constantly contributing to this great empire of mind in the West, by sending thither so many of our most intelligent and most enterprising sons and daughters. Our work is not confined to Maine alone.

Mr. Stone thought other institutions besides our common-school system had gone West; the well-known Yankee habit of *bragging*, for instance. The Western people *enlarge* upon their schools as they do upon some other things. Nevertheless, they are doing nobly in the cause of education. They have the advantage of us here at the East, in this respect: they have begun entirely anew, and a wise man about to build a house looks about him to select all the good features of good houses, and then combines them and makes a *model* house, so the West has taken from the New-England common-school system all its excellences—those features which have been tried and proved,—but has left behind the objectionable features which are still clinging to *our* system. It is often easier to organize anew than to reform or get rid of deep-seated evils. One great trouble with us in New England at present is, there is a wide-spread apathy upon the subject of education, and an inveterate prejudice which clings to the old ways, although they are known not to be the best ways. The population of the West is largely an active and thrifty population, and they are infusing into their school system the same vigor noticed in every department of western life.

Mr. Rounds said that such was the difference between the school system of the East and theirs of the West that a few years would show comparative results of which we should have reason to be ashamed, unless we bestir ourselves in time. Facts have already proved the absurdity of the argument—we live in New England, therefore our schools are the best to be found. It was quite time for us to cease from talk like this and go earnestly to work. No one need tell him that the common schools of Maine were in good condition, for he knew better.

Mr. Fletcher, and Rev. Mr. Norcross, of Union, spoke in a similar strain; but Mr. Sayward, of Augusta, took a more hopeful view. He thought there was every thing to make us rejoice—that the Association should not be so despondent about the cause of education in the Pine-Tree State.

MASSACHUSETTS.—Whenever a teacher, fitted by nature as well as by culture and experience, lays aside the work for any cause, there is occasion for regret.

But when one who has chosen the profession for a life-work, and has worked a lifetime in it, gives it up at death's command, our feeling of regret are changed to deepest sorrow. It is with such thoughts that we hear of the death of Thomas Sherwin, Master of the English High School in Boston. Mr. Sherwin was one of the very few men met in teachers' gatherings whose age and experience secure them the respect and reverence of those around them. Scattered throughout the West are many who will remember him as a careful and patient teacher, a kind adviser, and a noble man. We take the liberty of extracting from a private letter a few words written by one who speaks from a long and intimate acquaintance with him. "Massachusetts has just lost one of her oldest and best educators. Thomas Sherwin, for forty years Master of the English High School in Boston, was yesterday afternoon placed beneath the green sod. He died at seventy years of age, apparently in the flush of perfect health, possessing a beauty and vigor of body and mind such as rarely bless men of three-score years and ten, and beloved and respected by all who were privileged to know him. Mr. Sherwin was translated in a moment from the labors of this world to the rewards of that beyond the grave. He was pre-eminently a good man. His memory is blessed."

MICHIGAN.—The average wages of teachers, per month, is, for males, \$47.78; females, 21.92.....In the *Agricultural College* the number of applicants was greater than could be accommodated. The whole number of students was 82, of whom three-fourths were sons of farmers. The Secretary of the College says: "The corps of teachers at the college, for the year ending Dec. 1, 1868, has consisted of a president, four professors, and one instructor. By the organic law of the college, the students are required to labor on the farm, garden, or at mechanical work, a certain portion of each day. The system has proved itself to be a good one, and gives better and better satisfaction, to both officers and students, from year to year. The exercise is conducive to physical health and mental vigor, while, in connection with the instruction which accompanies the labor, the student obtains much valuable information of a practical character, which could be obtained in no other way."

MINNESOTA.—Wm. W. Payne, editor of the *Teacher*, has associated with himself Hon. M. H. Dunnell, Sup't of Public Instruction; Professors Wm. F. Phelps, G. M. Gage, and Ira Moore, Principals of the three State Normal Schools; W. O. Hiskey, Principal of the Minneapolis High School; and A. C. Gutterson. The *Teacher* is a journal of real merit.....The Board of Regents of the *State University* have made provision for its complete organization. Five professors and one tutor have been selected,—the former at a salary of \$1,800, the latter \$1,200 per annum. At a recent examination 90 students, one-third of them females, were admitted.

MISSOURI.—*State University*.—Boarding-cottages have been established as a means of lessening the expense of college education. Each cottage will accommodate about a dozen students, who may furnish their own rooms and board themselves, or form a boarding-club. President Read says "These cottages are occupied at a small rent by a club of thirty-two students, who hire their own cook, make their own regulations, choose their own officers each month, and live comfortably at from \$1.50 to \$2.00 per week." He farther says of it, "The plan has been a complete success—is popular among the students, and has attracted much attention throughout the state. It is a full

solution of the question How may boarding be secured at the lowest rate and in a manner most satisfactory to the student? ".....*Washington University*.—With the opening of the next year this institution will organize a scientific in addition to its academical course. It will be divided into three courses—Engineering, Chemistry, and Astronomy,—each of which will embrace three years of study.....E. Clark, of Jefferson City, is President of the *State Association*. The next meeting commences on the 29th of December next, at Kansas City.

NEW YORK.—The last report of the State Superintendent shows a gradual improvement in the educational condition of the state. The average daily attendance of pupils was 25,911 greater than in the year 1867, while the average length of time taught is nearly two weeks greater. There were, during the year ending Sept. 30, 1868, 2,449 students in the colleges of the state; in the academies, 32,735; private schools, 119,774; common schools, 970,842; total, 1,125,850. The number of teachers is—males, 5,918; females, 21,865; total, 27,783. The average annual salary of teachers was—in the cities, \$641.47; in the country districts, \$240.75. The state contained 26 Indian schools, with an average attendance of 516 pupils. Notwithstanding the recent organization of other normal schools, the one at Albany has a larger number of students than ever before. Besides this one, there are four others organized—at Oswego, Brockport, Fredonia, and Cortland,—and three more in various stages of completion—at Potsdam, Geneseo, and Buffalo.

OHIO.—The State Association closed one of the largest meetings it has ever held, at Cleveland, on the 8th ult. The exercises are reported unusually interesting. The next President is W. R. Stevenson, of Norwalk.

ONTARIO.—The copy-right of text-books used in the public schools is conveyed by the publisher to the Council of Public Instruction, the privilege of publishing them for at least one year being assured to the party preparing and printing the first edition. With a view to remunerate authors or editors, and for the encouragement of the preparation of literary or scientific works by Canadians, no extension of time shall be granted to the publisher, nor any new edition by him be authorized, without his payment for the privilege,—the amount paid being determined by arbitrators, and part of it going to the author or editor, even though the revision be made by some other person.

VIRGINIA.—The meeting of the State Educational Convention, on the 16th of July, was large and animated. After an exciting debate on the mode of educating the colored race, in view of the present anomalous condition of affairs, the subject was tabled until the next annual session. An educational journal was authorized, General Lee taking \$50,000 of stock.

WISCONSIN.—The recent session of the State Association at Oshkosh was very largely attended. Farren D. Parker was made President for the next year.

THE EDUCATION OF WOMEN IN SCOTLAND.—The movement for the higher education of women is very active in Scotland. Last winter Professor Masson delivered a course of lectures in Edinburgh on English literature, to ladies whose ages ranged from 22 to 35. Out of a class of 265, there were 94 who obtained certificates for written essays and answers at an examination. A similar

course was delivered at Glasgow; and this year, three courses, of forty lectures each, are going on in Edinburgh: one by Professor Masson, on English literature; another by Professor Fraser, on logic and mental philosophy; and the third on experimental physics, by Professor Tait. From such cultivation a harvest of happy results may be reasonably anticipated. Athenæum.

### NOTICES OF BOOKS AND PERIODICALS.

(77) OF the important subjects taught in schools, there is no one concerning the teaching of which there is greater need of more intelligent ideas than that of Language. It is not a long time since the general theory was that nothing could be done to improve the speech of children until they commenced the study of Grammar. Fortunate would it be if that time were wholly past now. But the prevalence of better ideas has commenced, and we look to the progressive spirit of the teachers of our schools to see more sensible methods adopted every where. Next to the exposure of the error, the chief want has been the development of a method by which teachers might be guided in giving proper instruction. A few of the recently-published grammars have been based upon the idea that speech is a thing of growth, that it is susceptible of culture from the beginning, and that there culture should commence. In accordance with this notion Mr. Harvey has written the book before us. He proceeds at once, in Part I, to give a series of conversational exercises for the purpose of enlarging the pupils' vocabulary and teaching them the proper use of its words. These are to be considered as model exercises, to be used or increased in number according to the judgment of the teacher. They afford excellent models for the instruction of children in other branches also. Part II proceeds in much the same manner to introduce the pupil to the parts of speech. The fundamental maxim, 'The idea before the word—the thing before the name', is carefully observed. The necessity for the name is shown before the name is given. The leading divisions of the parts of speech are also here given. Part III proceeds to discuss the properties of the parts of speech, Parsing, and Syntax. Concise rules are given for the use of words, and numerous exercises for parsing and analysis occur. Referring to the model for parsing—the one usually found in books—the query is suggested Why not reverse it, giving the *why* first? In practice, the mind logically proceeds to discover the office of the word in the sentence, then gives it a name; it discovers its properties and relations to other words, then states them. For instance, in the sentence 'He looks sick', before the pupil can intelligently say that 'sick' is an adjective, he determines its office in the sentence. Now why not, by the formula, necessitate this method of reasoning in parsing before the conclusion is reached in stead of after, as is often the case with the present model? The latter few pages of this book are given to Punctuation and Orthography. Throughout the whole of it the lessons are supplemented by copious written exercises.

(78) SINCE the German thinking mind of a Carlyle first brought to our view the beauties and wealth of the fields of German literature, the study of that language gradually has assumed a firm foothold upon the curriculum of our public schools. Numerous text-books are adrift proclaiming theoretically a royal road, but practically that 'much study is a weariness to the flesh'. We have now before us Ahn's (*A New Practical and Easy Method of Learning the German Language*). It embraces in due proportion the practical and theoretical course. The Practical Part contains sentences, written exercises, with references, from which the pupil gradually deduces the principles and tech-

(77) AN ELEMENTARY GRAMMAR OF THE ENGLISH LANGUAGE. By Thomas W. Harvey, A.M. Wilson, Hinkle & Co., Cincinnati. 16mo., pp. 160.

(78) AHN'S NEW PRACTICAL AND EASY METHOD OF LEARNING THE GERMAN LANGUAGE, With Pronunciation. By J. C. Oehlschlager. (Revised Edition.) E. Steiger, New York. 1869.

nics of the Theoretical Part. The concise analysis of the Theoretical Part, with the table of dissonant verbs and other vexed questions appended, is admirably arranged for reference. The chief merit of the book is the system of Interlinear Pronunciation of Prof. Oehlschlager. To learn what certain characters convey is very much easier than to grasp the meaning from the sounds. By this system the sounds of the German language are represented by English letters, thus enabling the pupil to fasten upon the eye the English impression which his slow ear frequently fails to grasp even from the qualified native teacher, unqualified in English. The student receives not only a concise and comprehensible idea of the sounds of the word, but gains a confidence that will lead him to speak it 'trippingly on the tongue'. Another important feature is the copious introduction of entire pages in German current hand-writing. Reading this is an excellent way of breaking loose from the faulty double-mental process of translating, in which a word so frequently becomes the sign of a *word*, and eventually, perhaps, the sign of an *idea*. The reading-lessons, in prose and poetry, added to the Practical Part, consist of selections from Goethe, Schiller, Uhland, and other standard authors. We like the book, and think it a safe guide to students acquiring a knowledge of German without instructors or with incompetent instructors. H.

(79) THE reputation of the author as an elegant writer and eloquent speaker will attract attention to his work. These abilities, supplemented by a large experience as an instructor, constitute an especial fitness for the work undertaken. His treatment of the subject is natural and systematic, each division following that upon which it depends. Part I treats of Words, having reference to their origin, acquisition, choice, and use; Part II, of Figures of Speech and Thought, describing and illustrating each; Part III, of Composition and Style; Part IV, of Invention; and Part V, of Elocution. By the plain discussion of these subjects the work is well adapted to the purposes of a text-book.

(80) THIS work is adapted for use by classes studying Primary Geography. The fundamental forms are simple in their construction, and, with the interest which an active teacher can arouse in the study, are sufficiently complex for their purpose. From a few valuable suggestions on the subject of Map-Drawing we present the following as of special value. "While the map is drawn before the class, the teacher should endeavor to awaken an interest in the subject, and call forth the reasoning faculties of the scholars, by directing their attention to certain results which naturally follow certain physical conditions: such, for instance, as the course of rivers following the general slope of the country; the influence of navigable rivers upon internal commerce; the effect of high mountain-chains and of distance inland, together with that of distance from the equator, upon climate. In a similar manner the judicious teacher will be able to draw out from the class certain facts concerning the nature of the soil and the kind of productions, as well as the general character of the cities from their location."

(81) IT has fallen to our lot to examine the *Fourteen Weeks in Philosophy* in the dullest, drowsiest afternoon of vacation, thus far. Yet, while reading the clear statement of the chief facts which are at the basis of this science, their simple explanation, and beautiful illustration, an interest has been excited which has driven away all feelings of *ennui*, and we have felt these common-school subjects invested with the charm of novelty. The author has a faculty of presenting the common facts of science in a manner peculiarly interesting and instructive. He has grouped together a somewhat different selection of subjects from the one generally made. The topics of the book are, General Properties, Molecular Forces, Motion, Mechanical Powers, Pressure of Liquids and Gases, Sound, Optics, Heat, and Electricity. Many important facts concerning each of these subjects are presented in such a manner as to awaken a disposition for further investigation. The book is one of the first scientific works which should be in every boy's and girl's library.

(79) RHETORIC. By Rev. E. O. Haven, D.D., LL.D., President of the University of Michigan. Harper & Brothers, New York. 12mo., 381 pp.

(80) A HANDBOOK OF MAP-DRAWING. By Peter Keam and John Mickleborough. E. H. Butler & Co., Philadelphia.

(81) A FOURTEEN WEEKS' COURSE IN NATURAL PHILOSOPHY. By J. Dorman Steele, A. M. A. S. Barnes & Company, New York and Chicago.



(<sup>82</sup>) This is one of the most valuable text-books lately issued. It is based upon the idea that the use of language should be cultivated even from the beginning. It commences with a system of oral composition in which the pupil is called upon to describe some object or event in proper language, thus developing power of conversation. This exercise is followed by a gradually-progressive series of lessons in which the scholar is practiced in the correction of the common errors of speech, use of capitals, punctuation-marks, synonymous expressions, etc. The latter part of the book contains practical directions for preparing compositions, with models for various common business forms, cards, notes of invitation, and letters of various styles. A few lessons are given on *Style and Criticism*. We regard this an excellent text-book for classes in the common school, or manual in the hands of private students.

(<sup>83</sup>) THE very full report of the *Third National Sunday-School Convention*, which met at Newark, N. J., in April last, is the most complete document of the kind we have seen. The pamphlet contains 204 pages of matter which must be of great interest to all Sabbath-School workers. The addresses of the occasion, by such men as Revs. Stephen H. Tyng, John Hall, J. H. Vincent, Henry W. Beecher, and others, are given in full. A biographical sketch and portrait of that veteran worker in the cause, the late R. G. Pardee, form part of the contents. The document is published by J. C. Garrigues & Co., Philadelphia, and Adams, Blackmer & Lyon, Chicago, at the low price of 50 cents.

(<sup>84</sup>) SELF-INSTRUCTING DRAWING-LESSONS, published by John D. S. Brooks, Boston, is a 24-page pamphlet, containing a large number of sketches, attractive and progressive. Pupils who have considerable maturity, or who have received some instruction in the study already, will be able to use this book with profit. Price 25 cents.

(<sup>85</sup>) THE CHICAGO COURIER, a large folio monthly, published by H. B. Bryant, Chicago, is a paper of sterling worth, devoted to a discussion of subjects of general interest, but giving its attention more especially to commercial education. Its subscription price is \$1.00 a year.

NEW PUBLICATIONS.—The essays of Richard Grant White, on *Words and their Uses*, which have appeared in the *Galaxy* during the past year, are soon to appear in book form. Charles Scribner & Co. are the publishers.....The same firm announce a work on *Moral Philosophy*, by President Fairchild, of Oberlin.....The August number of *Lippincott* is filled with entertaining and instructive reading, 'The Vicar of Bullhampton', Anthony Trollope's new story, taking the lead. The 'Monthly Gossip' and 'Literature of the Day' contain an interesting resumé of current events and recent literature.....*Good Health* is the name of another monthly candidate for patronage as a sanitary magazine. It is published by Alexander Moore, Boston, at \$2.00 a year. It is brimful of sensible articles, written for the popular reader, on various subjects touching the preservation of health. A supplement on 'The Treatment of the Apparently Drowned', accompanying the July number, is worth the price of the whole.....Cobb, Pritchard & Co., Chicago, have commenced the publication of a monthly, *The Literary Lounger*, at 75 cents a year. The contents are chiefly made up of selections taken from prominent modern authors. The publishers hope, by giving a foretaste, to assist their readers in selecting from the mass of current literature that which is of real merit. The other features of the *Lounger* are book notices, literary news, items, etc.....The *General Book Catalogue* of the same firm contains the titles of American miscellaneous works, alphabetically arranged, with prices annexed.....Messrs. Alden & True, publishers, Chicago, have established a little eight-page children's monthly, *The Bright Side*, at 25 cents a year. Little readers will find it very interesting.....*The Book-Buyer*, a monthly summary of American and Foreign Literature, published by Charles Scribner & Co., New York, contains in each number an interesting London letter upon recent European publications, and a catalogue of American and foreign books, with prices.....*The Literary Bulletin*, by Leyboldt and Holt, contains more intelligence of a general nature, concerning books and literature, than any other publication we have seen. The August number is exclusively devoted to educational literature, and will be one of much interest and value to all teachers.

(<sup>82</sup>) PRACTICAL COMPOSITION. By MRS. M. J. HARPER, Packer Institute, Brooklyn. C. Scribner & Company, New York.

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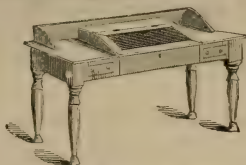
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**E. H. BUTLER & CO.,**

**137 South Fourth Street, Philadelphia,**

AND FOR SALE BY ALL BOOKSELLERS.



### MITCHELL'S NEW SERIES.

MITCHELL'S NEW FIRST LESSONS IN GEOGRAPHY.

MITCHELL'S NEW PRIMARY GEOGRAPHY.

MITCHELL'S NEW INTERMEDIATE GEOGRAPHY.

MITCHELL'S NEW SCHOOL GEOGRAPHY AND ATLAS.

MITCHELL'S PHYSICAL GEOGRAPHY. By Prof. Brocklesby.

MITCHELL'S NEW OUTLINE MAPS.

MITCHELL'S NEW ANCIENT GEOGRAPHY.



### MITCHELL'S OLD SERIES.

Mitchell's Old Series of Geographies, kept up to the present time, are published as usual.

MITCHELL'S PRIMARY GEOGRAPHY.

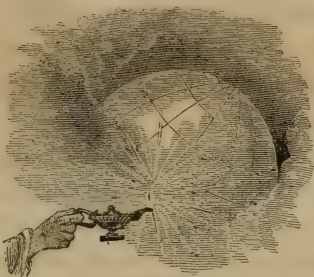
MITCHELL'S SCHOOL GEOGRAPHY AND ATLAS.

MITCHELL'S ANCIENT GEOGRAPHY AND ATLAS.

MITCHELL'S GEOGRAPHICAL QUESTIONS.







## MITCHELL'S SCHOOL GEOGRAPHIES.

**T**HE Geographies of MITCHELL'S *New Series* include Mitchell's First Lessons in Geography, Mitchell's New Primary Geography, Mitchell's New Intermediate Geography, Mitchell's New School Geography and Atlas, Mitchell's Physical Geography, by Prof. Brocklesby, Mitchell's New Outline Maps and Key, and Mitchell's New Ancient Geography. The Publishers ask the attention of School Officers and Teachers to the following statement, and to the testimonials added from distinguished Educators, Teachers, and Boards of Education, in various parts of the United States. They also ask the co-operation and aid of Officers and Teachers in their efforts to extend more widely

the circulation of these popular books, for the following reasons :

1. THEY ARE THE LATEST, NEWEST, AND MOST ACCURATE GEOGRAPHIES PUBLISHED.

2. THE SERIES IS A COMPLETE ONE.—The subject is taken up at the lowest point, beginning with the First Lessons, for very young children who have just learned to read, and is carried forward, by a regular succession of books, on a uniform plan, as far as it is taught as a school-study, so that a pupil, in passing from one book to another, will have nothing to unlearn and no discrepancies to justify.

3. THEY ARE KEPT UP TO THE TIMES.—Geography is essentially a progressive science. There is hardly a nationality in the world which has not materially changed its boundaries in the last ten years. Scientific and commercial travellers also are yearly transferring large regions of the earth's surface from the unknown to the known. The Publishers of Mitchell's Series have a skilful geographer constantly employed, with a competent corps of assistants, whose sole business is to keep up the work of continual revision, and to

transfer immediately to the maps and to the texts every change required by political revolutions, by the progress of scientific discovery, and by the march of civilization.

4. THE EXTREME BEAUTY AND FINENESS OF THE MAPS.—This was a marked feature in Mitchell's Old Series, when it was first projected many years ago. This character, thus early impressed upon the work, has been steadily maintained. The maps of the New Series, in this respect, may safely challenge comparison with those of any School Geographies published in the world. Their beautiful delicacy of finish not only makes them more attractive to the eye, but aids the scholar essentially in studying them. Everything is perfectly clear and plain. Even where the maps are most crowded, there is no confusion.

5. THE FRESHNESS AND BEAUTY OF THE PICTORIAL ILLUSTRATIONS.—Instead of the old hackneyed subjects, these books contain really elegant pictures, made from original designs, by professional artists, often from photographs taken on the spot, and truthfully represent to the eye scenes

and persons of living interest in this present age of the world.

6. THE CARE BESTOWED UPON THE PRONUNCIATION OF THE GEOGRAPHICAL NAMES.—The pronunciation of each difficult geographical name is given as it occurs, in the body of the book. Besides this, at the end of the several volumes are Tables of Pronunciation, alphabetically arranged, containing, at a single view, for convenience of reference, the names used in the book. The Pronouncing Vocabulary in the new Geography and Atlas contains 10,000 names. The pronunciation adopted is that approved by the most distinguished linguists and travellers of the day.

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1. MITCHELL'S FIRST LESSONS is designed for children who are just commencing to read; it presents only the chief *outlines* of the subject.

2. MITCHELL'S NEW PRIMARY is adapted to the wants of pupils who have entered the departments that immediately precede the Grammar Schools.

3. MITCHELL'S NEW INTERMEDIATE contains all the local and descriptive geographical matter that is desirable for Grammar or Common Schools, but no more

than can be acquired in the course of an ordinary school year.

4. MITCHELL'S NEW SCHOOL GEOGRAPHY AND ATLAS.—A system of Geography, Physical, Political and Descriptive. 1 vol., small 12mo., 456 pages. Illustrated by 200 engravings, with Tables of the Principal Cities of the world, and their population, and a list of nearly 1000 Geographical words, with their explanation and meaning. Accompanied by the New School Atlas, containing 44 copper-plate maps, compiled from the great Atlases of Keith Johnston, Kiepert, the Geographical Institute of Weimar, from the United States Coast Survey, the Surveys of the War Department and of the several States, and from other reliable authorities, drawn and engraved expressly for this edition; with important Geographical Tables, and a Pronouncing Vocabulary of 10,000 Geographical names found in these works.

5. MITCHELL'S NEW PHYSICAL GEOGRAPHY.—Elements of Physical Geography, to which is added the Physical Phenomena of the United States. By John Brocklesby, A.M., Professor of Mathematics and Natural Philosophy in Trinity College, Hartford, Conn. This work has just been published. It is a large quarto in size, and is illustrated by one hundred and fifty engravings and thirteen copper-plate maps, elegantly



engraved. It is believed to be most thorough and complete, and to bring the subject fully up to the present state of the science.

6. MITCHELL'S NEW OUTLINE MAPS.—A new series of Outline Maps, designed to accompany Mitchell's New School Geographies, in size 24 by 28 inches, except the Map of the United States, which is double that size, carefully constructed as follows: 1. The Hemispheres. 2. North America. 3. The United States. 4. South America. 5. Europe. 6. Asia. 7. Africa.

7. A BRIEF MANUAL, or KEY, seventy-one pages duodecimo, under the title of *The Continents*, their Physical Features and Political Divisions, containing a concise and graphic description, logically arranged, of the configuration and surface of the Earth, its Continents, Political Divisions, Mountains, Plateaus, and Plains, and such other matter as fully illustrates the maps, is furnished gratis with each set of maps.

These Maps are sufficiently large to give the general features of POLITICAL AND PHYSICAL GEOGRAPHY—including the Political Boundaries and the principal localities, the Mountain Systems and Chains, the River Courses, the Plateaus, the Plains, and the Deserts. These features are all accurately set forth, and are so represented as to be recognized at a glance.

The present series is believed to have many great

advantages. The maps are strongly mounted, yet so light and portable that they can be carried about the school-room, or from one room to another, and hung up without disturbing the exercises of the school. They will be sold, carefully inclosed in a portfolio, at the LOW PRICE OF TEN DOLLARS A SET.

The descriptive matter differs in the several books, the author's object being to present the subject to the different grades of pupils in such a manner as will best interest and instruct. In the higher books, the *topical* system is pursued in the following order: First, the natural features are described, including the locality and size; the mountains, plains, rivers, lakes, seas, and generally whatever constitutes the surface; the soil and climate; the products, or what the soil and climate produce, and the minerals:—all these coming under the head of its physical character. Secondly, the political features are described, including the population, as to race and descent, as well as to numbers; the manners and customs of the people; the capitals and chief towns; the government and religion, and, occasionally, important historical statements:—all these coming under the head of Political Geography.

The Maps in the New Intermediate, the New Atlas, and the New Physical, are struck from copper-plate, and in accuracy and beauty of finish are unexcelled.

The engraving is bold and sharp, and all the names are clearly cut and perfectly distinct. All the maps are beautifully colored.

We have also just issued

## A HAND-BOOK OF MAP-DRAWING,

BY

PETER KEAM AND JOHN MICKLEBOROUGH,

TEACHERS IN THE PUBLIC SCHOOLS OF CINCINNATI.

---

This entirely new and beautiful work contains 25 Maps and 25 Construction-Figures. It is confidently offered to Educators as superior in accuracy and simplicity to any other treatise on this important branch of study. The system is especially adapted to the Maps in Mitchell's New Series of Geographies.



*The Publishers take this opportunity to express their sincere thanks to teachers and other friends of education for the liberal patronage bestowed upon these works. They will continually endeavor to maintain the high position which the Series has attained as*

THE STANDARD GEOGRAPHICAL SERIES

OF AMERICA.



## Mitchell's New Series of Geographies

Have been adopted, and are used as text-books,  
by resolution of the authorities composing the  
Educational Boards, in the following places:—

New York,	Sheboygan, Wis.,	Johnstown, Pa.,
Philadelphia, Pa.,	Albany, N. Y.,	Ebensburg, Pa.,
Pittsburgh, Pa.,	Troy, N. Y.,	Towanda, Pa.,
Cincinnati, O.,	Milwaukee, Wis.,	Mauch Chunk, Pa.,
Trenton, N. J.,	Madison, Wis.,	Germantown, Pa.,
Reading, Pa.,	Chicago, Ill.,	Shippensburg, Pa.,
Lancaster, Pa.,	Wheeling, W. Va.,	Mercersburg, Pa.,
Harrisburg, Pa.,	Camden, N. J.,	New Bloomfield, Pa.,
Pottsville, Pa.,	Norfolk, Va.,	Sunbury, Pa.,
Middletown, Conn.,	Bridgeport, Conn.,	Birmingham, Pa.,
Chillicothe, O.,	Fort Wayne, Ind.,	Hummelstown, Pa.,
Northampton, Mass.,	South Bend, Ind.,	Marietta, Pa.,
Delaware, O.,	Wabash, Ind.,	Mt. Joy, Pa.,
Easton, Pa.,	Wooster, O.,	Keystone Nor'l Sc., Pa.,
Manchester, N. H.,	Greenville, O.,	Millersville " Pa.,
New Haven, Conn.,	Macomb, Ill.,	Lehigh Val. Col., Pa.,
Hartford, Conn.,	Middletown, Pa.,	Muhlenberg Col., Pa.,
Waterbury, Conn.,	Lebanon, Pa.,	Pennsylvania Col., Pa.,
Covington, Ky.,	Allentown, Pa.,	Dickinson Col., Pa.,
Lexington, Ky.,	Bethlehem, Pa.,	Franklin (Marshall)
Winchester, Conn.,	Wilkesbarre, Pa.,	College, Pa.,
New London, Conn.,	York, Pa.,	Dayton, O.,
Norwich, Conn.,	Gettysburg, Pa.,	Hamilton, O.,
Springfield, Ill.,	Carlisle, Pa.,	Glendale, O.,
Hudson City, N. Y.,	Chambersburg, Pa.,	Middletown, O.,
Freeport, Ill.,	Greencastle, Pa.,	Cummins ville, O.,
Aurora, Ind.,	McConnellsburg, Pa.,	Camp Washington, O.,
Portsmouth, O.,	Bedford, Pa.,	Spring Grove, O.,
Ravenna, O.,	Huntingdon, Pa.,	Carthage, O.,

East Walnut Hills, O.,	Delphos, O.,	New Lisbon, Wis.,
West Walnut Hills, O.,	Meriden, Conn.,	Manston, Wis.,
Germantown, O.,	Guilford, Conn.,	Sparta, Wis.,
Piqua, O.,	Litchfield, Conn.,	Prairie du Chien, Wis.,
Wapakoneta, O.,	Manchester, Conn.,	Kenosha, Wis.,
Lima, O.,	Naugatuck, Conn.,	Horicon, Wis.,
Tippecanoe, O.,	New Canaan, Conn.,	Richland Centre, Wis.,
Bellefontaine, O.,	Norwalk, Conn.,	Boscobel, Wis.,
Akron, O.,	Willimantic, Conn.,	Oconomewoc, Wis.,
Dover, O.,	Woodstock, Conn.,	Columbus, Wis.,
Kenton, O.,	Bristol, Conn.,	Beloit, Wis.,
Forest, O.,	Colchester, Conn.,	Eagle, Wis.,
Barnesville, O.,	Danbury, Conn.,	Delafield, Wis.,
Ashland, O.,	Fairfield, Conn.,	Delavan, Wis.,
Roscoe, O.,	Glastenbury, Conn.,	Geneva, Wis.,
Newtown, O.,	Greenwich, Conn.,	Janesville, Wis.,
St. Mary's, O.,	Groton, Conn.,	Omro, Wis.,
Defiance, O.,	Salisbury, Conn.,	Baraboo, Wis.,
Camden, O.,	Stamford, Conn.,	Sauk, Wis.,
Batavia, O.,	Sprague, Conn.,	Alton, Ill.,
Martinsville, O.,	Stonington, Conn.,	Abingdon, Ill.,
New Philadelphia, O.,	Westport, Conn.,	Bloomington, Ill.,
Marietta, O.,	Woodbury, Conn.,	Belvidere, Ill.,
Portsmouth, O.,	Milwaukee, Wis.,	Bunker Hill, Ill.,
New Richmond, O.,	Oshkosh, Wis.,	Belleville, Ill.,
Zanesville, O.,	Neenah, Wis.,	Charleston, Ill.,
Morrow, O.,	Menasha, Wis.,	Clinton, Ill.,
Lebanon, O.,	De Pere, Wis.,	Cairo, Ill.,
Xenia, O.,	Fort Howard, Wis.,	Cambridge, Ill.,
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Wilmington, O.,	Manatowoc, Wis.,	Canton, Ill.,
Circleville, O.,	Sheboygan, Wis.,	Decatur, Ill.,
West Union, O.,	Port Washington, Wis.,	Evanston, Ill.,
London, O.,	Sheboygan Falls, Wis.,	Effingham, Ill.,
Steubenville, O.,	Kingston, Wis.,	Elmwood, Ill.,
McArthur, O.,	Berlin, Wis.,	Fanbury, Ill.,
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Marysville, O.,	Montello, Wis.,	Galva, Ill.,
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Havana, Ill.,	Mattoon, Ill.,	Pecatonica, Ill.,
Jacksonville, Ill.,	Mendota, Ill.,	Paris, Ill.,
Jonesboro, Ill.,	Morris, Ill.,	Quincy, Ill.,
Kewaune, Ill.,	Mt. Carroll, Ill.,	Rochelle, Ill.,
Lasalle, Ill.,	New Rutland, Ill.,	Richmond, Ill.,
Litchfield, Ill.,	Neponset, Ill.,	Sandwich, Ill.,
Lacon, Ill.,	Ottawa, Ill.,	Sterling, Ill.,
Lewiston, Ill.,	Princeton, Ill.,	Taylorsville, Ill.,
Lockport, Ill.,	Pontiac, Ill.,	Wilmington, Ill.,
Moline, Ill.,	Paxton, Ill.,	Woodstock, Ill.,

And hundreds of other towns and cities throughout the country.

The merits of Mitchell's New Series of Geographies have also been certified to, in written recommendations, by the following-named Teachers and Educators in Wisconsin :—

PROF. ALLEN,  
(State Normal School), Madison.

A. CONSTANTINE BARRY,  
Late State Superintendent of Public In-  
struction, Madison.

ALBERT C. WHITFORD,  
County Superintendent District No. 2,  
Rock Co., Milton.

F. B. WILLIAMS,  
Superintendent City Schools, Madison.

WM. DE WOLF,  
J. N. WHEELER,  
S. MARSH,  
Members Board of Education, Whitewater.

J. A. BADGER,  
Principal Public School, Whitewater.

BENJAMIN NEWELL,  
Principal Public School, Waukesha.

JAMES H. MAGOFFIN,  
Principal Portage City High School.

THEODORE BERNHARD,  
Principal Union School, Watertown.

WILLIAM BIEBER,  
Clerk Board of Education, Watertown.

MATHEW NORTON,  
City Superintendent, Watertown.

C. B. SKINNER,  
Late City Superintendent, Watertown.

R. WATSON SEAMAN,  
Principal Watertown Seminary.

O. R. SMITH,  
Principal Public School, Geneva.

O. T. BRIGHT,  
Late Principal Public School, Geneva.

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| W. ALEXANDER,<br>Carroll College, Waukesha.  | C. H. MARTIN,<br>Principal Union School, Columbus.   |
| ISAAC LAIN,<br>A. KENDRICK,<br>Members Board of Education, Waukesha.                                     | S. M. WHITE,<br>Principal Waukesha County Seminary,<br>Waukesha.   |
| J. McCULLOUGH,<br>Principal, Fox Lake.   | E. C. McFETRIDGE,<br>Superintendent and School Commissioner,<br>Beaver Dam.  |
| J. E. PIERCE,<br>Oconomowoc.   | Z. C. TRASK,<br>Principal City Schools, Beaver Dam.  |
| E. WEBSTER STONE,<br>Principal Public Schools, Jefferson.  | LEONARD MERTY,<br>B. W. CURTIS,<br>J. MAYNE,<br>THOMAS BULL,<br>THEODORE WILLCOX,<br>School Commissioners, Beaver Dam. |
| C. W. LEVENS,<br>County Sup't, Racine Co., Waterford.  | J. L. DANNER,<br>Principal Public Schools, Palmyra.  |
| H. A. GAYLORD,<br>Principal Grammar Department, Public<br>Schools, Kenosha.                              | J. M. BINGHAM,<br>Late Principal Public Schools, Palmyra.  |
| W. E. SMITH,<br>A. M. KIMBALL,<br>JOHN E. THOMAS,<br>Senators, State of Wisconsin, Session of<br>1863-4. | H. J. MERRIAM,<br>Principal Public School No. 4, Hartford.   |
| A. C. BARRY,<br>D. C. ROUNDY,<br>Assemblymen, State of Wisconsin, Session<br>of 1863-4.                  | MERRILL FELLOWS,<br>Principal Public School, Hartford.   |
| N. W. HEIGHT,<br>Principal Public Schools, Kilbourn City.  |  |



The Legislature of the State of Vermont authorized and made it the duty of the Board of Education of that State to select a list of such school-books as they should deem best suited for instruction and use in the District Schools of the State, which list, so selected, should be and remain authoritative and binding upon the Board of Education, Superintendents, and Teachers, for five years from November 1st, 1868. The Geographies so selected were

### MITCHELL'S NEW SERIES.

The following is an extract from the Report of the Board of Education for the year 1867, page 8:—

“Mitchell's First Lessons, Primary, and Intermediate Geographies were adopted, for these reasons, in brief: the simplicity and clearness of the text, the gradual and constant advancement from the primary truths to the higher departments of geographical knowledge, the conciseness and completeness of the definitions, the elegance and accuracy of the maps, the attractiveness of the pictorial illustrations, and the uniform method of treating topics that are similar to each other.”

Since this adoption of these books we have an indorsement of the selection by the Board of Education for 1868, consisting of

GOV. JOHN B. PAGE,

L. F. WARD,

PLINY H. WHITE,

A. J. SANBORN,

JONATHAN ROSS,

M. CLARKE,

D. D. GORHAM,

*State Board of Education.*

A. E. RANKIN,

*Secretary.*



## TESTIMONIALS.

THE following are a few new testimonials which have been offered by distinguished scholars, educators, and Boards of Education, in favor of *Mitchell's New Series of Geographies*.

Hon. J. P. Wickersham, State Superintendent of Public Instruction for Pennsylvania, says:—

State Normal School,  
Millersville, Pa.

We have been using Mitchell's New Intermediate Geography in the Model School connected with this Institution for several years past, and are well pleased with it as a text-book. I know no better.

---

Extract from a Letter from Hon. Newton Bateman, Superintendent of Public Schools, State of Illinois:—

The order of development is simple and philosophical, tending to enhance the interest of the student, to aid the memory, and to produce methodical habits of reading and thinking on geographical subjects. Beginning with elementary definitions and principles, the student is conducted to the maps; opposite to these are the questions on the maps; then follows the description of those places and things which the maps represent.

I have long known and used Mitchell's Geographies, and prefer them, *as a whole*, to all others. I consider the Intermediate, in par-

ticular, as a positive blessing to our Common Schools, and I rejoice in the belief that it will contribute to awaken a new and abiding interest in the important and instructive study of Geography.

NEWTON BATEMAN,  
Sup't Public Instruction in the State of Illinois.

Burlington, Vt., October 6, 1868.

Mitchell's New Outline Maps are especially valuable because of the prominence given to the *physical features* of the earth's surface, while arbitrary political divisions are outlined with sufficient distinctness. The competent instructor will be able by their help to teach the *science* of geography, and so awaken enthusiasm in a study too often found irksome and uninteresting when the attention is confined to details and statistics.

The beauty and accuracy of these maps, as well as the very reasonable price at which they are afforded, will, I trust, insure their introduction wherever Mitchell's text-books are used.

It will give me great pleasure to recommend them.

J. E. GOODRICH.

State of Minnesota, Executive Department,  
St. Paul, Sept. 7, 1868.

I have very carefully examined Mitchell's Geographies, and have no hesitation in pronouncing them superior to all others that I have knowledge of. I may say that from my school-boy days I have been fond of the study of geography, and habitually read or examine whatever comes in my way on my favorite branch of knowledge.

I can heartily commend Mitchell's Geographies as every way worthy of adoption.

WM. R. MARSHALL,  
Governor of Minnesota.

I have examined Mitchell's Physical Geography, and am much pleased with it.

For its logical arrangement, exhaustive treatment, and attractive style, it is unequalled by anything that I have ever seen upon the same subject. The beauty of the type and the excellence of the engravings are also commendable features, and reflect credit alike upon author and publisher.

EDWARD BROOKS,  
State Normal School, Millersville, Pa.



Latrobe, Pa., December 31, 1868.

We have examined Mitchell's New Geographies very carefully, and are very much pleased. The clear and logical method by which the subject is presented is not the least merit of the work. The "topical method" is the only true method of imparting a knowledge of geography, and never fails to interest the pupil.

The illustrations and typographical execution of the several books of the series are truly "gems of art," and leave nothing more to be desired.

The Physical Geography exceeds the kindred works of other authors, and will doubtless displace them, unless they hurry out new editions.

These works fully deserve the success that has attended them, and we would be much pleased to see them in still more general use in this State.

J. K. PHILIPS,

Principal Latrobe Graded and Normal Schools.

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Coventry, Vermont, Oct. 10, 1868.

The undersigned, members of the Vermont Board of Education, were the committee to which was referred the examination of geographies to be recommended for use in the Common Schools of Vermont, under the statute of 1866. Mitchell's First Lessons, Primary and Intermediate Geographies, were recommended for general use. The Physical Geography in Mitchell's series was not then (February, 1867) published; and only a few sheets of it came to our notice. Having recently examined that work, we find it possessed of many excellences. The selection of facts is judicious and sufficiently copious; the arrangement is orderly and logical, the style clear and agreeable, and the whole treatment of the subject is such as to commend the book to our decided approbation. Its value as a storehouse of information on this important subject is not a little enhanced by the numerous well-executed maps, the abundant and beautiful illustrations, and the geographical tables; nor is it, in our judgment, the least of its merits that the typography and the mechanical execution generally are of a very high order of excellence.

PLINY H. WHITE,

A. J. SANBORN.

Philadelphia, Feb. 9, 1869.

GENTLEMEN:—I have used with much satisfaction in my school "Mitchell's Physical Geography" and Goodrich's Pictorial Histories.

The Geography, while well adapted as a text-book for recitation, is, by its connected character and highly interesting descriptions, admirably fitted to be used as a reading-book, which, in the hands of a skilful teacher, is, in my opinion, the proper method of teaching this subject. The illustrations are truthful and beautifully executed, and add much to the merit of the work.

I can say the same of the Histories, which, in their flowing, pleasing style, remind us forcibly of the friend of our youthful days—the great Peter Parley.

I should be sorry to be without either of the above-named books.

H. Y. LAUDERBACH,

Principal of Classical and English Academy, Assembly Buildings,  
and late Principal of Northwest Public Grammar School, Philadelphia.

State Normal University,  
Normal, Ill., June 15, 1868.

I have read Mitchell's New Physical Geography with some care and much interest. It seems to be a great storehouse of information on this most interesting subject; indeed, I can hardly conceive of anything more complete. Its fresh and beautiful maps and illustrations add very much to its usefulness as well as enhance its beauty, and its tables and vocabulary are valuable guides to the learner. I like its tone and utterances on those higher questions regarding man in his relations to the earth, and to the designs of his Creator, which must always stand in the view of the student of physical geography.

On the whole it seems to me better adapted to aid the pupils of our higher schools in obtaining a knowledge of this subject than any other within my knowledge.

E. C. HEWITT.

Mitchell's New Physical Geography works splendidly. The style is delightful, the matter abundant and properly arranged, the work in all its features without a flaw.

ELI M. LAMB,  
Baltimore Md.

Office of the Controllers of Public Schools,  
First District of Pennsylvania,  
Philadelphia, April 2, 1868.

At a meeting of the Controllers of Public Schools, First District of Pennsylvania, held at the Controllers' Chamber, Tuesday, March 10, 1868, the following resolution was adopted:

*Resolved*, That Mitchell's Physical Geography be introduced to be used in the schools of this district.

From the Minutes.

H. W. HALLIWELL,  
Secretary.

Office of Board of Education,  
Chicago, Nov. 29, 1865.

GENTLEMEN:—The Board of Education, at its meeting last evening, adopted Mitchell's New Primary Geography for use in our City Schools.

Respectfully yours,

J. L. PICKARD,  
Secretary of Board of Education, Chicago, Ill.

The merits of Mitchell's Physical Geography are apparent, and I can discern no defects. It appears to be very comprehensive in its aim, and all the facts are concisely stated.

D. W. MAULL, M.D.,  
Wilmington, Delaware.

Keystone State Normal School, August 17, 1868.

I have examined Mitchell's New Physical Geography thoroughly, and believe it to be decidedly the best work ever published on this subject.

MARY S. MORRISON,  
Teacher of Geography in K. S. N. S.

Troy, N. Y.

After a careful examination and comparison with other series, I have arrived at the conclusion that "Mitchell's New Series of Geographies" is superior to any other that has come under my observation. The subject-matter is classified and arranged systematically; the maps are remarkably clear, accurate, "up to the times," and not crowded with unimportant matter; the illustrations new, beautiful, and actual; the quality of the paper and the clearness of print far better than usually found in school-books.

E. A. BRIGGS,  
Principal of Second Street Grammar School.

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Office of Board of Education,  
New Haven, Conn., Aug. 25, 1866.

I have used Mitchell's Series of Geographies, and have been so well satisfied with their adaptation to the wants of the school-room, that I have never felt inclined to exchange them for any other. The maps are full, and valuable for their accuracy.

A. PARISH,  
Superintendent of Schools, New Haven, Conn.

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Mitchell's New Intermediate Geography has been used in the Public Schools of the city of Cincinnati since it was first published, and has given general satisfaction. I consider it in all respects the best book on that subject for such grades of schools as ours.

Mitchell's New Primary has since been introduced.

LYMAN HARDING, A.M.,  
Superintendent of Public Schools, Cincinnati, Ohio.

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Millersville Normal School, March 24, 1866.

Mitchell's New Geography and Atlas is now used, to the exclusion of all others, in the Normal Department of this Institution.

JENNIE E. LEONARD,  
Teacher of Geography, Normal Department.

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Pennsylvania College,  
Gettysburg, Pa., July 7, 1866.

Having examined "Mitchell's New Series of Geographies," and having compared the same with other books on the same subject, I am convinced of the superiority of this series.

We have adopted the whole series in the Preparatory Department of Pennsylvania College.

C. J. EHREHART,  
Principal Preparatory Department.

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We have been using for the past three years Mitchell's New Series of Geographies, for we consider them the best works on the subject.

The Physical Geography we have used for the past year, the reputation of the author having led us to procure advance sheets, and we have found it so attractive as to make the study of the science not a task, but a pleasure.

WM. W. RUSSELL,  
Principal Coll. & Com. Inst.  
New Haven, Conn., Oct. 1868.

Dayton, Ohio, Aug. 3, 1868.

At the session of the Montgomery County Teachers' Institute held here in July, the following resolution on text-books was adopted:—

*Resolved*, That we recommend the use of the following text-books for the use of Common Schools, viz:—... "Mitchell's New Series of Geographies."

A. L. LESSNER,  
Secretary.

I am highly pleased with Mitchell's Physical Geography, as a contribution to that department of school literature.

Z. F. SMITH,  
State Superintendent of Public Instruction, Kentucky.

Keystone State Normal School, Dec. 19, 1867

I am highly pleased with Mitchell's Series of Geographies. I have tested them thoroughly in the class-room, and must say they stand the test admirably. They are systematically arranged, and pupils derive from the study of them not only a knowledge of the subject they teach, but also excellent mental discipline.

MARY S. MOERISON,  
Teacher of Geography in K. S. N. School.

New York, July 17, 1868.

We use the Geographies of Messrs. Butler throughout the country.

BRO. PATRICK,  
President of Manhattan College, Manhattanville, N. Y.,  
and Provincial of the Christian Brothers.

Kenosha, Wis., August 31, 1868

At a meeting of the Board of Education of the city of Kenosha, held on the 4th of August last, Mitchell's New Physical Geography was adopted for use in our Public Schools.

Mitchell's other Geographies are already in use.

MARK DRESSER,  
Superintendent Kenosha Public Schools.

Christian University,  
Canton, Missouri.

I believe Mitchell's New Geographies are the finest works of the kind in the English language, as regards system, plainness and execution.

OVAL PIRKEY,  
Prof. Belles-Lettres, Logic, and Ancient Classics.






RECOMMENDATIONS  
OF A FEW OF OUR OTHER  
SCHOOL PUBLICATIONS.

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 THESE works, by the well-known Peter Parley, are written in a lively and pleasing style, and abound in illustrative anecdotes, incidents, and descriptions, the histories, in all cases, being based on geography, illustrated by maps. The manners and customs of each country and age are constantly kept in view. The works are freely supplied with engravings, giving correct ideas of manners and customs, views of cities, monuments, battles, &c. They have been prepared with extreme care and at great expense, and are published in a superior style. It is believed that there is no series of familiar

histories, in America or Europe, that may challenge comparison with these, either in interest, accuracy, or beauty of mechanical execution. They have received the highest approbation of the best teachers, and are in use in the principal schools and seminaries throughout the United States:

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THE WORLD.

GOODRICH'S PICTORIAL NATURAL HISTORY.



We have hundreds of recommendations of them in our possession, from which we select the following :—

Office of the Controllers of Public Schools,  
First District of Pennsylvania.  
Philadelphia, April 2, 1868.

At a meeting of the Controllers of Public Schools, First District of Pennsylvania, held at the Controllers' Chamber, Tuesday, March 10, 1868, the following resolution was adopted :—

*Resolved*, That "Goodrich's Pictorial History of the United States," "Goodrich's History of the World," and "Goodrich's Pictorial Child's History" be introduced to be used in the schools of this district.

(From the Minutes.)

H. W. HALLIWELL,  
Secretary.

At a Convention of School Directors, held in March, 1867, for the purpose of adopting text-books for the county of Lehigh, it was unanimously

*Resolved*, That we consider Goodrich's Child's Pictorial History of the United States and Goodrich's Pictorial History of the United States the best, and the same are hereby adopted for Lehigh county, to continue till June, 1872.

Attest, E. F. STECKEL,  
Secretary.

EDWARD KOHLER,  
President.

Central High School,  
Philadelphia, June 17, 1868.

To state the details of history in language which will not offend correct taste, and at the same time make them pleasing and interesting, is a difficult task. In this no one has succeeded better than S. G. Goodrich (Peter Parley). While his style is correct, and the incidents judiciously arranged, they are presented in a manner which seldom fails to make a desirable impression. There are no works prepared for the use of schools which surpass them. This,

together with the numerous illustrations and the excellent style in which they have been issued, ought to give them the popularity with educators which their merit deserves.

JAMES MCCLUNE,  
Professor of Mathematics and Astronomy.

La Crosse, Wis., Aug. 1, 1868.

At a meeting of the Board of Education for the city of La Crosse, Wisconsin, S. G. Goodrich's Histories of the United States were adopted as text-books in the schools of said city.

Christian University,  
Canton, Mo., February 8, 1869.

Goodrich's is the most pleasant and profitable series of school histories I have met with in fifteen years.

OVAL PIRKEY.

The District Board of School District No. 3, town of Dekorra, Wisconsin, hereby adopt Goodrich's Series of Histories to be used in the Common Schools of said district.

DAVID MCCULLOCH,  
Clerk.

Hillsborough Centre, N. H., July 27, 1868.

I have given much time and attention to the examination of Bingham's Latin Grammar, and I can truthfully affirm that, in my judgment, it is superior to any Latin Grammar published in this country, in the following particulars, viz.: in brevity of style, method of treating the gender of the third declension, rules for quantity, accentuation of the paradigms, and the beautiful exercises, giving ample room for developing its analytical method of instruction, together with many other minor but no less important advantages.

I have introduced Bingham's Latin Grammar into our academy, also Mitchell's New Ancient Geography, Goodrich's Series of Histories, and the Scholar's Companion.

JAMES K. WILDER, A.M.

Extract from the Report of the Committee on Latin Text-Books, read before the annual meeting of the Educational Association of Virginia, held in Richmond in July, 1868:

Bingham's Latin Grammar, which comprises copious exercises, is admirably adapted for the use of intermediate and senior classes in schools. Based as it is upon Cæsar, the learner is not only taught to write from a faultless model, but is by insensible degrees introduced to that author. In addition to this recommendation the following excellencies may be noted:

1. The correctness, clearness, and conciseness of its rules and definitions.

2. Its admirable code of rules of gender, under which the student is taught to determine the gender of any noun in the language without reference to a lexicon.

3. The careful marking throughout of the quantity of the vowels.

The committee above referred to was as follows:

WALTER BLAIR, A.M., Professor of Latin, Hampden Sidney College, Virginia.

THOMAS R. PRICE, Jr., M.A., Professor of Ancient Languages, Randolph Macon College, Virginia.

L. M. BLACKFORD, M.A., Senior Instructor in Ancient Languages, Norwood School, Virginia.

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Shelbyville, Ky., September 4, 1868.

I have examined Bingham's Cæsar carefully, and am more pleased with its character than with that of any other edition of this author that I have ever seen. I know of no edition of Cæsar so well adapted in all respects to the use of pupils, and shall hereafter use it as a regular text-book in my academy. I take pleasure in giving it my hearty, unqualified indorsement, and shall do all I can in calling attention to its merits whenever I may have an opportunity.

J. W. DODD.

---

Quakertown, Pa., April 28, 1868.

Bingham's Latin Grammar gives entire satisfaction, and I do not hesitate to say that it is superior to all others.

GEO. M. LAZARUS.



Camden, Ark., November 4, 1868.

Bingham's Latin Grammar supplies a desideratum long felt by beginners in this department. It is eminently practical. I purpose adopting it as soon as convenient.

Bingham's Cæsar is admired because it has but few notes, and these referring to the Grammar. The copious notes and frequent translations of other readers is certainly a great defect.

Bingham's English Grammar. Out of the seven or eight hundred English Grammars, this certainly stands alone, the *sui generis*. The innovations upon established rules are bold, to say the least. But their conformity to the Latin Grammar is certainly a step in the right direction.

WM. H. BROWNING,  
President Female College.

---

Camden, Ark., November 4, 1868.

Martindale's Spellers I regard as superior to anything of the kind that I have seen. One of their excellencies is, they give the rules of orthography, followed by copious lessons, fixing the rule in the pupil's mind. I have adopted them in my school, and have likewise induced three or four other teachers to adopt them.

WM. H. BROWNING,  
President Female College.

---

St. Stephen's College,  
Annandale, N. Y., September 29, 1868.

I have examined Martindale's Series of Spellers, and am much pleased with their lucid arrangement. The notation is excellent, and cannot fail to impress upon the child the correct pronunciation of words. The rules of spelling immediately appeared to me to be very valuable, before I had examined the preface, in which the author calls attention to them. The series is well worthy of introduction into our Primary Schools.

Respectfully,

R. B. FAIRBAIRN,  
Warden of St. Stephen's College.

---

Huntingdon, Pa., Feb. 23, 1869.

I regard Tenney's Geology as a model school-book. It does not frighten the beginner with those voluminous details which distract, confuse, and discourage at the commencement of a study.

W. N. LEDDES.

---

Huntingdon, Pa., Feb. 23, 1869.

Bingham's Latin Grammar is a masterly production, and reflects credit alike on author and publishers. It is a beautiful illustration of the strides daily making in American scholarship.

W. N. LEDDES.

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Franklin, N. Y., October 8, 1868.

Martindale's Spellers have been put into use, and give general satisfaction. We shall use no other.

F. S. JEWELL.

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Davidson College, N. C., March 26, 1869.

It gives me special pleasure to recommend Mr. Bingham's Latin and English Grammars, and his edition of Cæsar, as admirable school-books, and well adapted to the use of students who are preparing to enter college.

G. WILSON MCPHAIL,  
President of Davidson College.

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I very cheerfully indorse the views of President McPhail. I know of no better text-books, and should be pleased to see them used in all the schools.

W. G. RICHARDSON,  
Prof. of Ancient Languages.

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University of North Carolina,  
Chapel Hill, March 13, 1869.

The faculty of this Institution have resolved to introduce Bingham's Grammars into the course of study, as text-books.

SOLOMON POOL,  
President.

Calais Academy,  
Calais, Maine, June 11, 1869.

I have seen no work on History which I like as well as Goodrich's Pictorial History of the World. It is *condensed* information *consolidated*. It is just what should be in every school.

D. H. TRIBOU,  
Principal.

Friends' Seminary,  
Rutherford Place, New York City.  
May 1, 1869.

During the past school year we have used Martindale's Series of Spellers in all the departments of this Institution, and have found them to be eminently well adapted to our purposes. We know of no Spellers other than these that combine so many good features with so few objectionable ones.

WILLIAM M. JACKSON,  
Principal.

Central High School,  
Philadelphia, May, 1869.

The Series of Spellers compiled by J. C. Martindale possesses the threefold advantage of *correct rules to guide the learner, a judicious arrangement of words, and a regular and easy gradation from the simple to the complex*. These books will be an invaluable aid to the instructor, and they cannot fail, if diligently studied, to make the learner fully acquainted with the difficult and irregular orthography of the English language.

PROF. JAMES MCCLUNE.

Having examined Martindale's Series of Spellers, we can recommend them as excellent books. In point of merit, they are far in advance of any other Spellers, and their use in our schools would add very much to the efficiency of our instruction in the important subject of spelling.

Signed by *one hundred and thirty-three* Principals  
of the Public Schools of Philadelphia, Pennsylvania.

May 25, 1869.

Keystone Boys' Grammar School,  
Philadelphia, May 7, 1869.

I have carefully examined the plan and the execution of *Martindale's Spellers*, and I am convinced that their claims to superiority are well-founded:—

1. Because they are eminently practical.
2. Because the gradation from the simplest primitive words to those more difficult is easy, simple, and natural.
3. Because in them orthography is reduced to a *system*, in which a very few plain, concise rules are made applicable, with the exception of but about a hundred words, to the spelling of more than twenty thousand derivative words, embracing more than eighty per cent. of the words in common use. I most heartily recommend them to all desiring to obtain or to impart a thorough knowledge of this very important but much neglected branch of education.

E. A. SINGER,  
Principal.

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Crossville, Cumberland Co., Tenn.  
June 10, 1869.

Mitchell's Series of Geographies has been adopted by our Convention for use in the schools of this county.

NELSON T. CURTEAD,  
Superintendent of Public Instruction.

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Lynchburg College,  
Lynchburg, Va., May 12, 1869.

An examination of Bingham's English and Latin Grammars has convinced me of their decided superiority over any other works of my acquaintance; and I shall introduce them, to the exclusion of all old favorites. My opinion is that Bingham's Grammars should be adopted as the "national" text-books throughout the country.

ANDREW J. DE WITT,  
Principal.

# APPROVED SCHOOL BOOKS.

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GOODRICH'S PICTORIAL HISTORY OF ROME.  
GOODRICH'S PICTORIAL HISTORY OF GREECE.  
GOODRICH'S PICTORIAL HISTORY OF FRANCE.  
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*137 South Fourth Street, Philadelphia.*



# ILLINOIS TEACHER.

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VOLUME XV.

OCTOBER, 1869.

NUMBER 10.

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## ERRORS IN TEACHING.

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BY ROBT. ALLYN.

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ERRORS are more commonly made in the matter of government than in instruction. And this is really the most important thing in connection with our schools and their work or machinery; for the ability to do is worth far more than any amount of knowledge, and government acts directly as a force to impart this power or art, and to increase and make it readily available.

A very serious mistake is often made under the form of a maxim stated thus: "See that every rule is obeyed without hesitation." A counterpart says, "Have but few rules," to which no exception shall here be taken; while another reiterates the first almost: "Every violation of rule should be visited with its appropriate penalty." And still another affirms, "Make no exceptions to your rules."

Who will dispute any of these old-time utterances of the world's experience? Do they not, at once, commend themselves to every man's consciousness as 'the truth, the whole truth, and nothing but the truth'? And what man is bold enough to deny them? Not I, assuredly. But I do understand how they are abused, and how they make not only tyrants in the school-room but brutal fools, to use a very plain and uncharitable term. Examine the first. What can be simpler or more reasonable than that 'every rule should be obeyed at once'? Is not the teacher an absolute sovereign? He is not responsible to those whom he governs. He does not ask them to make the law; and, as his will is the rule, is it not necessary that he insist on immediate conformity to that will? He may not, so say many, allow any discussion of the propriety of his laws. He is indeed responsible to public opinion and to the directors; to the great principles of right and justice, but not to his pupils. He is an autocrat, and must govern by himself and not by or for another. He can have no machinery of courts or tribunals

to determine causes and award penalties, or at least very seldom; and then every thing is to be arranged by himself, and enforced by his own power. To be sure, he will not make all the regulations of the school: this directors will often do: but the authority to execute them must rest in him. His government, therefore, must be absolute, irresponsible, autocratic,—declared or established, judged or applied and enforced and executed by himself alone.

Under these circumstances, to allow question or hesitation, to permit doubt and delay, seems very dangerous. Indeed, will it not bring the teacher and his laws into contempt and beget great insubordination? Can our schools afford this? The common theory is according to the maxim, 'without hesitation'. Is not this also correct as well as common? Plainly; but not without modifications and exceptions, so many and so important as to break its force very greatly; and to accept it as an unalterable truth and attempt to reduce it to constant practice, without limitation, is one of the gravest errors a teacher can fall into. Examine the matter somewhat.

1. A teacher can better afford to wait a few moments, or even hours, when a grave offense has been committed, than seem to be impatient to be obeyed, or than appear to do injustice. One often gives a command and sees the scholar hesitate—even seem by his action to refuse—to obey. The requirement is simple, plain, easy, reasonable. The pupil apparently has no motive for delay, much less for disobedience. But that unaccountable perversity of nature, which has been the inheritance of us all, has at that moment a mischievous hold on him; and he either becomes the victim of inability or of obduracy, and he hesitates. In the very early days of my own teaching-life I should have felt no lingering trace of hesitation for an instant, in a case like this. The maxim quoted had been inculcated on the class of candidates for 'teachers' certificates' to which I belonged, in the old New-England Academy, by one of the best teachers that land of famous teachers ever knew. We were refreshing our knowledge of Arithmetic and Grammar, and the 'old man', as we called him *in our veneration*, had taken occasion to inculcate this rule quite as often as the 'Rule of Three' in Arithmetic, or 'Rule First' in Grammar. We believed it. And I thought my very character as a teacher—and I meant to be near the head—really depended on my carrying it into practice. 'Instantaneous obedience!' was a motto hung up in large letters in the inner chamber of my mind. Nothing else was proper for a teacher's dignity or a scholar's profit. I have seen some short 'corners' made for pupils who seemed to be constitutionally tardy. I think I remember a youth or two, who appeared to be taking time for consideration before performing a teacher's orders, or whose knowing leer seemed to say to his fellows "I'll not hurry," sent, by a sudden blow of a book or a *flat hand* on the shoulder or head, whirling off his seat across the 'small

benches' of an old-fashioned school-room, to his complete surprise and the terror of 'the girls' near whom he alighted. Not to say that I was ever so prompt in execution, yet I admired the plan. I was very young then, and, no doubt, needed all the moral force I could in any way gain both by show of knowledge and of physical resolution, to call it by no worse name. So thought I and my model teacher.

But did I really gain thereby? Was there not, after all, a real loss by such impetuous decision? I know I believed very thoroughly that, if one moment's delay were allowed or a questioning permitted, I should have fallen in self-respect or in the esteem of the whole neighborhood. I do not think so now. To exact obedience in a hurry may seem to simply a doubt on the teacher's part as to the propriety of his command, or a fear to allow thought as to its reasonableness. There are a thousand things which had better be done than awaken such suspicions. To allow scholars to be slow in obeying may seem to imply a hesitation on the teacher's part; but to demand unthinking hurry may imply something even worse—a lack of self-possession and a consciousness of weakness. A calm, self-reliant soul, determined to be master and equipped with conscious strength to secure control of the school, can well afford to give every pupil a little time to think, and become assured of the reasonableness of the requirement promulgated.

2. Haste is of the nature of weakness. Deliberation always appears like self-possessed power. A teacher needs both power and its outward semblance. It is therefore better to be in no haste to enforce obedience. In fact, real obedience and that which profits can never be secured in a hurry. The mind as well as the muscles must move; the affections, or at least the convictions, must be carried along with the voluntary action; and no one of these can be expected to act, like a coiled spring, the instant you apply the touch. Time is an element often absolutely necessary and always important. Obedience is not for the benefit of the teacher: it is solely for the good of the pupil. And while teacher and pupil both are interested in having it as nearly as perfect as possible, it must chiefly redound to the profit of the pupil. And it can much better be secured when there is no great show of restless anxiety on the part of the teacher for it. He may not seem indifferent on this point. That will kill altogether. But let him become nervous and excited and troubled about it, and farewell to the favorite desire of his heart. Did any body ever know a teacher to succeed, moderately well even, when he was particularly and distressingly solicitous about the matter? The visiting or examining committee are to be in on a given day. It is of the utmost consequence that the school shall appear at its very best. Good order must be maintained. The teacher feels this: so do the scholars. Both ardently desire it, and make up their minds that every thing shall be

done 'decently and in order'. But, some how, the teacher's face gets a wrinkle of anxiety. There is in his eye a fear that something may happen. Doubt seems to sit in that frown on his brow. There are 'the fidgets' in that nervous twitching of the mouth. Now the least trifle of hesitation occurs in some movement, and surprise blazes out on his face. Some scholar forgets a rule, and determination pitches his voice a key higher, and gives it the tone of a saw cutting a nail. Some body smiles, or the buzz of a suppressed whisper flits through the air, and irritation bristles all over the master's person, stirring his fingers and jerking his feet, till the whole school is in commotion. It is like blowing your warm breath into a wasp's nest on a frosty morning in September. A score of demons seem to enter the school-room, and to throw every good resolution of the scholars and every expectation of the teacher out of the window. The pupils lose all desire for right, and the teacher all power to command. Confusion rules, or rather ruins, the hour. A little less care and anxiety, a little more willingness to wait, and the cool, calm sense of the well-balanced mind and well-poised will of the teacher would have conquered, or rather prevented, all this chaos, and made every action in the whole of the day move like clock-work. It requires time for even oil to penetrate the joints of machinery and lubricate them, especially if they are a trifle rusty. If you start your machinery without giving this time, you will heat every gudgeon and pivot and produce calamity. So a teacher must give a little time for the spirit and force of his self-reliant intelligence and his resolute determination of will, for his superior reason and nobler goodness, to flow into the minds of the pupils and take away the friction of childish independence and boisterousness. Too sudden obedience may be the result of sycophancy, not the offspring of love.

*McKendree College, August 9th, 1869.*

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## WRITING PRINTED LETTERS.

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R. B. FOSTER.

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In an article in the August Teacher, Superintendent Knapp lays down this principle: "Let scholars practice in school the branches of education most used in the business of life." Good. His first application of the principle is this: ". . . let them stand at the black-board and nicely print a portion of their next reading-lesson," etc.

Mr. Editor, was Mr. Knapp's article *printed* before it came into your hands? Understand me. I am not chopping logic. To make the

printed forms of letters, by hand, with crayon, pencil, or pen, is not printing: but that is not my point. Why teach children to make those forms? It is of no use in the business of life. Do you teach it because that form of letter is easier to make than the script form? No. We write the script form because it is the easiest form that can be made. Do you use the printed form as a preparation for the script, the hard as a stepping-stone to the easy? What a false philosophy that is.

Now, sir, this whole subject may be old and worn-out with you, and this communication fit, therefore, only for the waste-basket. If so, throw it there. But I speak from experience. I am teaching a colored school. In the first stages of reading I use the blackboard more than any teacher I ever saw; but I use the proper written forms of letters. My pupils astonish every body but myself by the facility with which they read manuscript, and the progress they make in learning to write. Nor do they learn to read printed characters less readily, because they make the association between written and printed forms, when it ought to be made, at first, and so avoid wasting any time in a laborious practice which they must soon cease, and never afterward have any use for.

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## FIRST LESSONS IN NATURAL HISTORY.

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W. J. BEAL.

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DURING the long summer vacation, at the request of several friends, I formed a class of about a dozen young persons for the purpose of teaching them to observe and study animals and plants, whether large or small. They varied in age from six to fourteen, and one was twenty. None of them knew any thing about botany or zoölogy, except what every body picks up from hearsay and occasional looking at pictures or reading of snake-stories in the newspapers. We loaded a table with wild plants from the prairies, and all took seats around the teacher—some in chairs and some on the floor,—each supplied with a specimen of the same plant. Were they told to look at it, they would not observe the things which are of most importance. As I call their attention to all the parts, they soon see that it is impossible to find any thing that is not root, stem, leaf, or flower, varying in form, size, color, taste, and smell.

While each held and looked at his own specimen, I talked to them somewhat as follows, they keeping still and making no reply to questions until I had finished. "Is the stem rough, or smooth; round, or



grooved? Of what color is it? Does each leaf have another opposite to it on the stem? How many come out from the same joint?"

They feel the need and see the application of the words *alternate*, *opposite*, and *whorled*.

"Do you find any thing coming out of a stem above or below a leaf? (Above only are buds, branches, and flowers.) Are the leaves large, or small? Compare the color on both sides of a leaf. Has it a stem long, or short? Is the leaf round, long, pointed, or blunt? Is the edge even, or notched?"

They want such words as *parallel* and *netted*, *veined*, *simple* and *compound*, *lobed*, *cleft*, *parted*, *divided*, *serrate*, *dentate*, *acute*, *obtuse*, *cordate*, etc.

The younger members see as quickly and learn as readily as the older. Some one is now called upon to tell all he can about the plant, and others to add any thing that has been omitted. A little care is taken to get large and appropriate flowers at first. I generally begin with the stamens, as they are the easiest parts of flowers to recognize with certainty. Pistils are within these, and if there is only one set of organs outside the stamens, they are pretty surely the calyx, no matter what their color; if two sets, the corolla is next the stamens, and calyx outside; if three sets, as in the mallows and hibiscus, the outer is called an involucre.

In looking at flowers, ask "How many stamens, all of same length; how many separate parts or lobes of calyx and corolla; which is the longer; how many pistils; color of parts; relative position; does each stamen stand opposite one, or between two petals; in the bud, do the edges of the parts come abruptly together, or overlap?" Answers are some times required after each question, but generally after a large number.

The low power of a compound microscope shows a piece of silk ribbon, or fine muslin, a few grains of pollen, a drop of water from the ditch swarming with life. They get at least one view at each lesson. The tardy scholars miss the chance of looking through the microscope. All ought to have a small pocket microscope. I tell them a few things of interest about the objects that they could not well observe for themselves. They are required to bring one plant next time and tell something about it, not referring to books for information. We met an hour a day for the lessons, two or three a week.

One morning they found thirty different kinds of weeds and grasses in my back yard, about twenty by thirty feet and apparently half bare ground. But one grass was overlooked. Twice we went to groves and marshes, collecting, learning where to look for slugs, toads, bugs, and how to catch with dipping-tube and dip-net the active water insects, polywogs, bull-heads, frogs, leeches, crawfishes, and turtles. We carried home a fine lot in glass jars for future study. Every body stared at us as we went along the streets, and asked all manner of im-

pudent questions: "How many fish have you caught?" "What's that?" "Are you peddling lightning-rods?" Seeing the tin box (full of plants), one says, "There goes a sojer boy."

We turned over stumps for *larvae*, worms, beetles, and snakes. The boys and girls were eager, wide awake, and running over with loud exclamations of delight and surprise at the new and interesting things we found. One carried a small tin pail or bucket full of different kinds of fungi which they collected. Lichens and mosses and ferns were pointed out, and the sprouting legs of a tadpole helped to show what he was coming to. The young of mosquitoes and dragon-flies were hunted and caught in water.

The class learned that dragon-flies can not sting; that, throughout their lives, they are our best friends, eating wigglers in water and flies and mosquitoes in the air. Slugs were seen to spin webs, thrust out horns, crawl, and take in air. Spiders were examined with hand microscopes, to see their eight eyes and legs, their mouths and spinnerets. Mud cells of wasps were found containing one egg and from three to twelve spiders, paralyzed by stinging and ready for food of the young wasp. We picked up cast-off skins of spiders, crawfishes, and snakes. Some stories were told, such as one of a little girl fitting a cap of burdock to the head of one of her companions, and of course cutting off the hair to remove the wig; of a toad swallowing an angle-worm and holding his paw to his throat to keep it down. There was not much done in the way of classification—the main object at first being to stimulate observation, learn to see correctly, and give a reliable account of what they think they see.

At the close of the course, a few of our friends came in to hear what their children could tell about the objects they had studied. No time was spent writing out their reports and committing them to memory. Specimens of nearly all we had studied were on the tables. The parents were delighted. The children told about many things they had seen which were new and interesting. Another course was demanded.

At the present time we are still observing and collecting, but give some attention to classification. No books are used. I never saw young people more interested in any thing, so we feel pretty confident that we have struck the right road. One of the youngest boys has already decided to become a Professor of Natural History. We are not yet ready for theories or book-learning on these subjects, but want the practical. No good teacher need fail on this plan, if he begins right and learns to rely upon his own observations. He must not expect nor pretend to know all about every thing.

I make no pretensions to the discovery of any thing new in this mode of teaching Natural History, but try to follow the best masters. Agassiz says, "In matters of science, text-book knowledge is a poor basis of culture"; and Huxley, in forcible words, utters the same truth, when he says "It is a sham and a delusion."

MY EXPERIENCE.

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I THINK that I was a natural-born Quaker. I agree with that worthy sect in every thing, unless it be in the matter of Doctrine and of Practice. I always admired the plain and straight-forward speech. My early reading was of authors who sprang up with the American and French Revolutions, and who had in them the glow and fervor of those early democratic doctrines which prevailed before slavery debauched this nation. The doctrine of the unity, fraternity and equality of men had a charm for my youth not the less bewitching because it was an enthusiasm rather than a philosophy. In some vague way, I can hardly tell how, I conceived a notion of repugnance for all titles. I remember distinctly that, as early as when I was fourteen years old, I had a contempt for any author who put into his title-page a string of honors and titles. I was much taken with the story of some of the French nobility who renounced their hereditary titles and joined themselves to the democratic citizens. I formed a romantic notion of a true man as one whose character and actions needed for their illustration neither office nor title. Insensibly, I imbibed the idea that a title was a sign of imbecility or vanity; that a strong man needed no such crutch or bolster; that it was useless if it conferred on one nothing but what he had in himself, and dishonest if it gave to a man something more than really existed.

These were boyhood whims and notions. They were strengthened by the influence which was derived from my first teacher in mathematics. I had no fondness for this study; yet I became proficient in its elementary branches, in my school-days, under the teaching of W. P. N. Fitzgerald, which in full is William Pitt Nelson Fitzgerald. When Prof. Davies, of West Point, was once traveling in Canada, he was served by a hostler's boy, and in putting some questions to him, he proved so sharp at figures that the Professor took him as a servant. He was waiter and boy-of-all-work. But he developed such gifts and graces that he was put to his books, and became a cadet, and stood second to none, until an unfortunate Christmas spree delivered him from the thrall of West Point and sent him to finish his career in the great academy of the world. I found him, in 1827, teaching mathematics at Mount Pleasant Classical Institute, in Amherst, Mass. He taught me to conquer in studying. There is a very hour in which a young nature, tugging, discouraged, and weary with books, rises with the consciousness of victorious power into masterhood. For ever after, he knows that he can learn any thing if he pleases. It is a distinct intellectual 'conversion'.

I first went to the blackboard, uncertain, soft, full of whimpering. "THAT LESSON MUST BE LEARNED," he said, in a very quiet tone, but with a terrible intensity, and with the certainty of Fate. All explanations and excuses he trod under foot with utter scornfulness. "I want that problem. I don't want any reasons why you don't get it."

"I did study it two hours."

"That's nothing to me; I want the lesson. You need not study it at all, or you may study it ten hours—just to suit yourself. I want the lesson. Underwood, go to the blackboard!"

"Oh, yes, but Underwood got some body to *show* him his lesson."

"What do I care *how* you get it? That's your business. But you must have it."

It was tough for a green boy; but it seasoned him. In less than a month I had the most intense sense of intellectual independence and courage to defend my recitations.

In the midst of a lesson, his cold and calm voice would fall upon me in the midst of a demonstration—"No!" I hesitated, stopped, and then went back to the beginning; and, on reaching the same spot again—"No!" uttered with the tone of perfect conviction, barred my progress. "The next!" and I sat down in red confusion. He, too, was stopped with "No!" but went right on; finished, and, as he sat down, was rewarded with "Very well."

"Why," whimpered I, "I recited it just as he did, and you said No!"

"Why didn't you say *Yes*! and stick to it? It is not enough to know your lesson. You must *know* that you know it! You have learned nothing till you are *sure*. If all the world says *No*, your business is to say *Yes*, and to *prove it*."

The inward confidence inspired by such a drill, joined to the chivalric notions of independent manhood already existing, tended to fasten the feeling that *a man is what he is in himself*, and that the love of doing and the power to do are all the honors that he needs; that no man deserves a title who has not the power to make his own simple name a title, and that a man's own life is the true university that should confer honors upon him.

H. W. BEECHER.

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THE deepest stain on modern civilization, not only here but in Europe, is the neglect of securing to all the inhabitants of our cities, by proper sanitary regulations, air, light, and space, sufficient for healthy existence. Surely the fearful inroads death makes upon our little ones should stimulate us to our duty in this matter.

## HOW DO YOU PRONOUNCE LATIN AND GREEK?

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BY PROF. J. R. BOISE.

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THIS is a practical question of much importance, often asked; yet not so often satisfactorily answered. All who have undertaken to teach the Classics in this country, especially at the West, have been occasionally perplexed on this point. Some have adhered with tenacity to the English method, and have had their strong reasons (not without secret misgivings) for so doing. Others have ridiculed the English method—a no very difficult task,—and have followed what has been generally called the continental pronunciation. Meanwhile, not a few, whom we have known, have adopted the rule to pronounce ‘as it sounds best’; that is, they have pronounced, now in one way, now in another, according to no fixed rule. The result has been jargon, chaos. It is no great wonder that classical studies have not flourished under such a system, or rather such a lack of system.

A step has at length been taken which will, it is to be hoped, have a tendency to introduce uniformity. At the late meeting of American Philologists in Poughkeepsie, after considerable discussion of the question *How shall we pronounce Latin and Greek?* a resolution was passed, unanimously, recommending the use of the written accents in pronouncing Greek, and the continental sounds of the vowels in pronouncing both Latin and Greek.

Thus, we consider that a beginning has been made toward a settlement of this vexed question. We shall be surprised if so great a reform is effected without opposition; but that it will eventually be effected we have no doubt. It will be a satisfaction to those who have hitherto been wavering and uncertain to receive this decided and clear expression of opinion from such a body of men as those who were assembled at Poughkeepsie.

All those who are devoted somewhat to the study of the modern European languages—an item of growing importance in our educational system—will hail this onward step with joy. The advantage of a system nearly uniform, in pronouncing Greek, Latin, French, German, and the other modern tongues, is obvious, and will be felt very generally by both teachers of languages and their pupils.

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THE manifest want of the present age is duly qualified mothers; mothers who have intelligence enough to apprehend their duty; courage to perform it; and love enough to sweeten it.



## THE NATIONAL EDUCATIONAL MEETINGS.

THE initial gathering of the great anniversary-week at Trenton was the meeting of the

## NATIONAL SUPERINTENDENTS' ASSOCIATION.

The day of the convention being Monday, the attendance was not large, and nothing of general interest was accomplished till afternoon. The question of a National Department of Education was introduced by the address of the President, and led to a spirited discussion and its reference to a committee.

One of the addresses of the evening was by Rev. B. G. Northrop, Secretary of the State Board, Connecticut, on the question of *Rate-Bills*. The paper was ably written; but, as it treats of a subject of the past, save with the State of New Jersey, we pass it by, merely stating the gentleman's arguments against the custom. 1. No state that has once tried the free system has ever adopted the rate-bill. 2. In all the states where the rate-bill has been repealed the results of the change have met with general approval. 3. The free system greatly increases the whole number of pupils in attendance. 4. It lessens irregularity and truancy, thus increasing the average attendance. 5. It dignifies the school in the esteem of the pupils. 6. It enhances the interest of parents. 7. It quickens the educational spirit of the whole people. 8. It lengthens school-terms. 9. It induces the erection of better school-houses. 10. It economizes the expenditure of money, securing better results for the same cost. 11. It breaks down invidious distinctions and fraternizes the people. 12. The rate-bill is a source of perpetual strife and litigation. 13. It is burdensome and odious to the poor.

The leading and by far the most progressive paper of the meeting was that presented by H. F. Harrington, of New Bedford, Mass. His subject was *The True Ideal of a System of American Public Schools*.

Mr. Harrington holds that there is such a thing as an American system as distinguished from any European system, because the institutions and culture of every people are toned and modified by the genius of that people, and no where in Europe has any system of education been framed that has reference to mind *as mind*. They have all been subservient to the spirit of monarchy and caste. In Prussia the Government controls the schools so that they shall make Prussians rather than men. In England the universities and foundation-schools, whose course of instruction was originally framed by mere accident, have catered to the aristocracy and neglected the middle and lower classes. Our American schools imitated the English when they were first formed, and they have not, therefore, had an ideal in harmony with the demands of American life and citizenship. Through the diffusion of education they have saved us from possible evils; but they have not wrought out for the nation the greatness which it is their province to achieve for it, and, having no standard, they have fallen into serious defects. Thus, in Massachusetts, for instance, the sag-ends of any body's time who can be induced to serve on the school committee are considered sufficient for the work of school supervision. Any body who is tolerably educated and decently moral will do for a teacher, and a large number of our schools are practically eleemosynary insti-

tutions for the support of young girls who can not get a living otherwise. The standard of scholarship, of course, corresponds with this low standard of supervision and teaching. As some one has said, "the teacher is a machine, the pupils are machines, the supervisors outside are machines, and they all grind together with such harmony as Providence may permit." The idea of discipline is correspondingly narrow, and does not include the formation of character. What is wanted is an ideal, and this ideal demands that the children shall be cultured to become *men* and *women*, that they may thereby become good citizens. The lecturer asked three questions: For what should the children in our public schools be educated? How should they be educated? How far should their education be extended? In answering these he strongly disapproved the introduction of industrial training and manual labor into schools, and denounced all sectarianism in public educational institutions. He claimed, also, that education should be made compulsory and free, that high schools should not be kept wretchedly small in numbers by an arbitrary standard of admission, and that girls should be highly educated, because they are to be the mothers of future citizens, and the country can not have good citizens without good and intelligent mothers.

Superintendent Sears, of Newark, N. J., presented the subject of *School Statistics*, including the numbering of children of 'school age', the enrollment of pupils, the computation of average attendance, the estimating of the cost of tuition, and the comparative salaries of teachers. All these subjects need careful revision, and he recommended that they be referred to the National Bureau.

Mr. White, of Ohio, said that the subject of school statistics had already been thoroughly considered by the Association and formally referred to the Department. Nevertheless, he moved the appointment of a committee of five experts to confer with the National Bureau on this important subject.

Superintendent Harrington, of New Bedford, considered the subject of vital importance, and hoped such a committee would be created.

Superintendent Richards said the Department at Washington had already done its best in this direction, but it was impossible to arrive at any uniform results. Reports from about 40 cities were examined, and tables were drawn up, printed, and stereotyped more than eighteen months ago, although not published, for some unexplained reason.

The Chairman appointed Messrs. Henkle, Wickersham, and Johnson (State Superintendents), and Rickoff and Creery (City Superintendents), as the committee moved by Mr. White, and the paper of Mr. Sears was referred to them.

Hon. J. P. Wickersham, State Superintendent of Pa., was chosen President for the coming year.

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#### AMERICAN NORMAL ASSOCIATION.

The first exercise before this body was a paper by Rev. Joseph Alden, of the Albany Normal School, N.Y., on *How shall Pupils be Taught to Teach?* Normal schools in this country are a comparatively recent thing. European experience with such schools is not in any great degree available to us. Our work is to build up institutions to prepare teachers for the common schools of the United States, and this I regard as a work worthy of the best-trained minds. How did we learn to teach? Did we not all learn by teaching or trying to teach? At the outset we selected one or more of our teachers as models, and

their example gave direction to our course. Teaching is an art, and the teacher is an artist, a professor of the finest of the fine arts, that of giving form and pressure to the immortal mind. The first thing that we need in normal schools is good teachers. In the next place, we should teach our pupils the branches they will be called on to teach. Some suppose that normal schools teach the elementary branches from an unfortunate necessity; but from such an opinion I differ. Let the pupil be taught by one who knows how to teach, and he will be apt to go and do likewise. Next comes practice in the art of teaching, and hence there must be a school for practice, in which the professor of mathematics in the normal school should supervise the teaching of mathematics, and the other professors should do the same in their respective departments. This practice should extend over a period of at least ten weeks, and should occupy the chief attention of the pupil during that time. Whatever can be done with the higher branches, in addition to this, should be done; for the more true culture the better. All good teachers are normal teachers, and hence normal schools have not a monopoly of this work. We must not expect too much of the normal schools, for sending pupils to such a school will not necessarily make them teachers. Not all men and women have the capacity to become teachers, but I believe more women than men have it. I believe that if one out of five of those who enter our normal schools become good teachers, that is all we should expect. Normal teachers have a very responsible work; and I think that in the position I now hold I have an opportunity to do more good than in any other position I ever held, for the work of training Christian teachers is not second in importance to that of training Christian ministers.

Prof. Wm. F. Phelps, of Minnesota, incidentally remarked that it was a painful fact that truth, even in this country, made its way very slowly. He differed from the learned gentleman who had read the paper just presented. It was simply a misfortune that reading, spelling, penmanship, arithmetic, geography, and grammar, as such, had to be taught in the normal schools. It was true they were *compelled* to teach these branches, under the present system. If it were not compulsory to teach literary and scientific branches as such, there would be an abundance of work for a two or three years' course in order to properly train both the young men and women pupils. If he understood the paper, it assumed to *see* teaching done properly, and then *teaching* done under inspection; that these were sufficient to properly train teachers for their profession. He believed our training-schools could go much further than this. He believed a model school was a good thing. It answered a great purpose. A distinct training should be given in the knowledge of the principles of education as founded on the laws of mind, and, if they pleased, founded on physical organization. He advocated that teachers should know how to educate the spirit, body, soul, and intellect. He believed here was enough to fill a course of from two to three years. The normal schools of this country, it seemed to him, were imperiled by their pretentious course of literary study. Their course rivaled the courses in some of the very highest colleges.

Hon. E. E. White, of Ohio, held that if the normal school had no such thing as normal instruction, then the Normal-School system could not bear scrutiny. He discussed what he believed were the proper principles for unfolding instruction for the unfolding mind. There was no analogy between teaching and the mechanic arts. Teaching could not be acquired as sculpture and painting were. There were principles in teaching, so vast, so important, that they could

not be compared with simple principles related to the materialism of painting. If the normal schools wished to be sustained, and supported, they must do their work from a standpoint, and in a manner so complete and thorough that the whole country could recognize them as higher than simple high schools. Men of genius must be brought into the work. There must be in the normal schools as earnest, as broad and as thorough a grappling with the principles of teaching as is at the present time directed to the principles of the sciences. He did not believe in plastic teachers. The normal schools of the country must come up to their grand opportunity. If he knew any thing about teaching, it was *artistic*, and the teacher was an *artist*. Every stroke by the teacher must ring on his own spirit, and be the ring of his own spirit. No teacher should be a mere copyist.

Prof. Edward Brooks, of the Millersville Normal School, Pa., gave a lecture on *The Spiritual Element of Education*. We wish it were in the hands of every teacher in the country. As an earnest appeal for the moral element in education, it is worthy the careful perusal of all, even of those who differ from the positions taken. Its length forbids any thing more than a mere abstract.

The problem of education is the problem of civilization, and upon its correct solution depend the welfare of the individual, the purity of society, and the perpetuity of the state. It involves two fundamental elements — man to be educated, and knowledge to be used in education; and the character of a system of education depends upon these elements. The early systems of education were abstract and impracticable. A reformation was needed. The abstract systems were to find their completeness by taking to themselves a practical and material element. Bacon was the trumpeter who stirred up the battle. The struggle was long and determined. Scientific culture was opposed and its disciples persecuted, but it has triumphed over opposition and persecution. It has battered open college-doors, revolutionized common-school education, and seated itself proudly in university chairs. Having won a position in our educational system, it is beginning to put forth claims of importance which can not be recognized. The tendency of the age is toward materialism in thought and culture. My aim is to counteract this extreme tendency, and to present the higher subjective or spiritual element. Education must begin in the concrete. The mind awakens into activity through the senses. God has so arranged the two great existences of the universe that the *material* seems necessary for the education of the *immaterial*. Nature is the first schoolmaster, or rather the first text-book, in which is learned at least the alphabet of knowledge. The material sciences give culture to the senses — the lowest form of mental activity. The naturalist becomes sharp-eyed, quick to detect similarities of form and color, and gains a memory well stored with facts. These are compared and classified, and the results are organized into science. This gives exercise to the faculties of judgment, classification, and generalization, and affords the means of their growth and development. But here they stop in their educational influence. It is evident, therefore, that natural history will not satisfy the demands of the spiritual element in education. The culture of the understanding is higher than the culture of the senses. To think is nobler than to see and to hear; to deal with thoughts is better than to deal with things. Culture rises, therefore, as we pass from facts and phenomena to laws and principles. Hence physics, including natural philosophy, chemistry, etc., give a higher culture than natural history. But these sciences are also limited in their educational value. They do not, *except*

*where mathematics is involved*, rise above inductive culture. Mathematics give exercise to deductive thought. Through these means man attains his highest intellectual development. Sir Isaac Newton, crowned by common consent as prince of science, won his trophies here. The power which the study of mathematics confers commands the admiration of mankind. By it man determines the velocity of light, puts his measuring-line about the sun, and weighs a planet as in a balance. He takes the facts which the long arm of the telescope has dragged down from the skies, puts them into an equation, and by an algebraic manipulation prophesies the condition of the heavens for centuries to come. He sits down in his closet, works away with his diagrams and symbols, catches a wandering asteroid in his algebraic lasso, and, turning to the stargazer, tells him to point his telescope to the heavens, and lo! a new-found planet marches across his field. But still mathematics fail to educate the highest and best parts of our nature. The importance of science in education should be fully recognized. It has banished dreamy speculation, given definiteness to thought and inquiry, and put a vitalizing spirit into certain departments of elementary instruction. The Baconian innovation by which the mind burst the shackles of ancient methods has given birth to more elevated ones. The triumphs of science have been wonderful. By them Cuvier picks up a fossil bone, and lo! the animal walks before him. Agassiz finds a single scale, and by the touch of his scientific wand transforms it into a living fish of the Palaeozoic age. Lyell tells you how long Niagara has been flowing. Hugh Miller unrolls the earth like a scroll, and reads the history of the creation in the great physical Bible. Science should never be omitted, yet should occupy the lower and subordinate position in the curriculum of study. Facts are important; but to deal with facts only would be to dwarf our higher nature. A man of mere facts is either a sceptic or a bigot, and lowers himself to the lowest plane. His view is confirmed by the materialistic philosophies of the age. Spiritual culture demands the education of the reason or intuitive power. The spiritual eye is to be made bright and its range of vision enlarged, that it may find a God in nature and revelation. The sensibilities claim their share in this higher training. Heart-culture is as important as head-culture — is it not more important? A good feeling is worth more than a fact — a sentiment than a principle. A fact is a stone in the temple of science; a sentiment is a stone in the temple of character; and character is better than science. Another element in spiritual culture is the will. It is the sovereign among our powers. Seated upon its regal throne, it issues its mandates, and intellect and sensibility afford a willing obedience. The æsthetic nature demands culture. Nature enjoins this duty by the provision she has made for it. Art comes laden with its treasures for this work. A stanza of poetry every day, in place of a problem in arithmetic, will pay both pupil and teacher. A school-song in the heart of a child will do as much for its character as a fact in its memory. The cradle-song that fell from a mother's lips becomes a sacred memory that inspires the life. Spiritual culture requires the training of the moral nature. Moral power is worth more than learning or genius. The intellect of the nation should be consecrated to virtue. Learning should be put into the channel of righteousness. The youth of the land should be made to feel that "the fear of the Lord is the beginning of wisdom." The religious nature should receive culture. Religion embraces three elements — faith, love, and obedience. To develop inquiry is right, but there is a place where inquiry must stop. The exclusive study of the sciences tends to undermine faith.



Seeing effect related to cause, science fails to discover a first cause. Pupils should be led to see that all science begins and ends in faith; that beyond the known stretches a great unknown; that the loftiest attainments of the intellect are but a mountain-peak from which we may catch glimpses of a land of glory beyond. The love element of religion should be developed early. Love is the golden cord that binds the soul to honor and duty. Love is the essence of religion. We obey God because we love him. The child should be made obedient. Obedience to others gives self-control. The habit of obedience to superiors leads to obedience to the laws of right and conscience. The culture of these three powers is religious culture. The relation is simple and logical. Faith leads to love, and love to obedience. Faith is the foundation upon which love rears the temple of obedience; or, perhaps, in a better figure, faith is the soil in which grows the tree of love, and obedience is the ripened fruit. Let teachers plant the tree of love in the soil of faith in God, and it will reward them with the golden fruit of obedience. The religious nature is the mother of art. It aids the progress of science. Religion was before science; religion kindled and preserved the flame. The learning of the ancient Hindoos was with the priests; priests watched over the light of knowledge in the dark ages, and priests went down to Spain, brought up the learning of the Saracens, and spread it over Europe. The religious nature reaches downward and elevates science, inspiring it with divine attributes. Inspired with religious feeling, Plato could say, "God geometrizes!" Kepler could exclaim, "O God, I but think thy thought after thee!" And Müller believes that "the eye of man may catch the eye of God beaming out from the midst of his works." For spiritual culture, inspiration is better than instruction. It is better to inspire the heart with a noble sentiment than to teach a truth of science. The two great teachers of antiquity were Plato and Aristotle. Plato was warm and poetic; Aristotle was cold and logical. Aristotle has guided the mind in search of knowledge, but Plato has inspired the imagination and the heart. Aristotle has instructed the intellect for centuries, but Plato has quickened the heart-beats of the ages. The best work of the educator is the training of the spiritual nature. We honor the discoverer of a new planet or continent, but posterity will hold in sacred remembrance those who put a single idea or sentiment into the soul by which it shall be incited to a higher life. In the day when the great Master makes his awards, the brightest wreath will be placed upon the brow of him who has done the most for the spiritual culture of the race.

Prof. John Ogden, of Nashville, Tenn., was chosen President of the Association.

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#### NATIONAL TEACHERS' ASSOCIATION.

The interest of the week centred in the meeting of this body, not only because it is considered the leading association, but because the exercises were of more general interest. We can only make room for brief abstracts of a few of the papers presented.

The address of Hon. J. P. Wickersham, of Pa., both from the importance of the subject and its ability, was one of the most valuable. His subject was *The State in its relation to Higher Education*. While much attention has been paid to elementary education, higher education has been neglected; but the importance of attending to it, owing to its relations to good government, should not

be overlooked. The whole field of education is included in two divisions: Elementary education, meaning that degree which is usually imparted in our public schools; and higher education, meaning all education of a grade above this, whether imparted in high school, academy, or college. All individuals may justly claim the right to receive an elementary education. Certainly all individuals *can* receive such an education. Even idiots can learn something, and little is risked in asserting that one of the characteristics of mind, whether Baconian in its strength or idiotic in its weakness, is its capability of receiving instruction. And all individuals need such an education to enable them to perform the work of life. Men may be beasts of burden without education. Mere physical strength is enough to enable one to push and pull. Skill added to strength, even without scholastic instruction, may make efficient workers. But even a low degree of education is a benefit to the laborer. The uneducated man must leave undone the noblest part of his life-work. His sphere must be narrow, his influence circumscribed. Such an education is also necessary for the fulfillment of man's destiny, the end for which his fully-developed powers fit him. The individual accomplishes his destiny physically when his body has attained its maturity of strength and beauty, and mentally when all his mental powers have reached their highest perfection. The intellect of the ignorant man either lies wholly dormant, or is unequally and inharmoniously developed; and no one will claim that such a person has fulfilled his destiny. These admitted truths prove, also, the right of all individuals to receive a higher education. Facts show that all can learn something, that all but a few can learn a great deal, and that vast numbers can attain a high degree of scholarship and culture. Every individual should be allowed to receive all the education of which he is capable. His ability alone should limit his opportunity. If a little education is an aid in life, a higher education must furnish still greater aid. A good education enables one to see farther back and front, farther up and down. It extends his sphere and enlarges his environment. It makes him more the master of experience and less its slave. It gives him the range of the upper air, whence the great men of the world have drawn their inspiration and their strength. An elementary education is necessary, as a preparation for the fulfillment of man's destiny, but it is entirely inadequate to the accomplishment of that end, for this requires the full development of all his powers, and can only be effected by an education of the most liberal kind. The education which creates only the ability to read, write, and cipher, does not go very far to impart that discipline which makes the soul rich in knowledge, strength, and culture. It works solely on the surface of the mind, and scarcely stirs the depths in which all that is noblest and best in human character takes root. It is next proper to inquire to what extent it is the duty of the state to provide for such a higher education. Its duty to make provision for furnishing an elementary education rests on two classes of reasons — those which relate to the worth of education, and those which relate to the policy of conferring upon some certain authority the power to regulate systems of schools. Among reasons belonging to the first class are these: Such an education tends to prevent crime, to increase a nation's wealth, to promote popular happiness, to make good citizens, to bring about equality between different classes, and to mould our diversified people into one grand nationality. Among reasons of the second class are: State schools tend to make education more general, to make it cheaper, and to make it better. The present design

is to prove that all the reasons that can be given in favor of state provision for elementary education apply with equal if not greater force in favor of its doing the same thing in regard to higher education. If any doubt exists as to the effect of elementary education in preventing crime and softening its character, there can be none whatever as to the effect of a higher education in this respect. It is seldom, indeed, that a thoroughly-educated man, a graduate of one of our high schools or colleges, is sent, as a convict, to prison. Henry C. Carey asserts that "Wealth consists in the power to command the always-gratuitous services of nature." The human intellect is the source of this power to command, and therefore the source of all wealth; from which it is easy to infer that education creates wealth, and the higher the education the greater its power in this respect. The ignorant have but a narrow range of enjoyments, and these afford little more than mere animal gratifications. Their power of enjoyment, too, is far less than that of the educated, for happiness of a high order can only come to those whose minds have been fitted by culture to cast behind them the lower world of sense and revel in the higher world of reason. Probably the most potent reason that has influenced the American States to establish systems of common schools is the conviction that their own existence is not secure unless the people be intelligent. Every ignorant man who holds an office, puts a vote in a ballot-box, or serves on a jury, endangers the success of republican institutions; and this danger is not guarded against by furnishing the people with an elementary education only. It is, therefore, the duty of the state to interest itself in educating its people much beyond the mere elements of knowledge. A system of higher education, moreover, is a necessary complement to an elementary system. The manners and morals of a people, that is, its place in the scale of civilization, are greatly dependent on the degree of education received by them, and no education that does not extend beyond the elements of knowledge can have a very marked civilizing effect. Men of learning do much to give people an honorable position in the family of nations. In the absence of such men no nation of the past has been able to place itself conspicuously on the page of history. Take from Grecian records names like those of Solon and Socrates, Aristotle and Plato, and you strip it of the best of that which makes it a history for the world. And it is the Universities of Germany that have made her Bismarcks and fought her Sadowas, and continue, like a pillar of cloud by day and a pillar of fire by night, to lead the world of thought toward its promised land. Only self-governed citizens can make a self-governed nation. No other cause did so much to overthrow the republics of the old world as the existence of great numbers of unthinking citizens, who could be used by demagogues for selfish purposes. The recent civil war cost the nation 1,000,000 lives, \$10,000,000,000, and an untold amount of suffering, and occurred solely in consequence of a few ambitious leaders' being able to mislead ignorant multitudes. Just now, perhaps, the danger that most threatens our institutions is the liability to corruption that exists among public men. It can not be claimed that education, however liberal, can ever become a cure for this evil; but it is certain that the heads of whisky-rings, kings of lobbies, railroad stock-jobbers, political go-betweens, and the whole class of public plunderers, who do the dirty work for parties, for corporations, for seekers after power, are almost exclusively men of native strength of character, but of little education. What a service the educators of the nation would render if they could rid it of these money-changers, that defile every thing they touch—these vampires, that live on the blood they suck

from honest men — these assassins of liberty! The sum of all our argument is this: The relation of an American State to higher education should be that of a regulator, a protector, a supporter, a true mother. By inducing our states to encourage higher education we shall one day build up for our beloved country an educational system which will be the grandest and best the world has yet seen, and which, in due time, as its full fruition, will train up generations of men, models in all that constitutes true manhood.

The brief paper of Mrs. Randall, of Oswego, N.Y., took a sensible view of its subject, *Natural Reading*, and was a beautiful illustration of it. In every department of science and art, Nature is the great school-mistress. She does not dictate long exercises, and say to us "Say your lessons!" but she gives us caskets containing unknown mysteries, and guides and strengthens our fingers as we turn the key. Every great artist is a student of Nature. Ristori, by the magic of her voice, her expressive face, and her natural gestures, moves her audience to laughter or to tears, and all this while speaking in an unknown tongue. As teachers we must cultivate feeling in the children. As to the old mode of school-reading, or, rather, school 'shrieking', we hope it will soon be remembered only as a barbarism of the past. A boy once had to read the passage "Keep thy tongue from evil and thy lips from guile," and he read it, in the old school way, "Keep—thy—tongue—from—evil—and—thy—lips—from—*girls!*" We may get natural reading in schools in many ways. In addition to the reading-lesson of the book, let the children read some times the daily news. The matter of the lesson should not be beyond the comprehension of the child, who should spend time in studying it, and should be able to define every word and to tell the story in his own language. A page or two almost always suffices for a lesson. Let the piece be read in sections and afterward reviewed. Concert reading is a good exercise for variety and vocal culture, but it should be judiciously used. We are learning in these days that reading is a branch of æsthetic culture. To this end there must be a lively imagination combined with artistic skill. Such actors as Booth and Ristori, such readers as Fanny Kemble and Murdoch, such singers as Jenny Lind and Parepa, are really Raphaels and Angelos. The requisites for good reading are observation, imitation, feeling, artistic skill, and 'common sense'.

The *Criterion of Education* was the subject of an earnest and eloquent address by Hon. E. E. White, of Ohio. All partisan controversy tends to the adoption of extreme and narrow views. This is strikingly illustrated in the long-protracted controversy respecting the worth of classical and scientific studies. The narrow partisan of the classics passes from a recognition of their great importance as an element of liberal culture to the advocacy of their essential value. For educational purposes the ancient languages are nearly every thing; science is nothing. On the contrary, the partisan of the physical sciences not only declares them of preëminent worth for every purpose, but pronounces a knowledge of Latin and Greek worse than worthless. The classical partisan urges that the sole end of education is the development of man's faculties in due harmony and equipoise, and makes the scholar's sublimest achievement to be the exquisite and delicate expression of an exquisite and delicate thought. Opposed to this criterion is that which asks of every study "Of what practical use will its facts be?" and thus makes human life to rest on the broad base of bread-winning activities, and to taper to the apex of taste and sentiment. To this pyramidal criterion all knowledge is summoned. The statement of these two theories paves the way to the inquiry "What is

the complete function of education?" In answering this, I reverently accept the truth that man is the child of God, created in his image and for his glory, and crowned as an heir of immortality. This being has two natures — a regal soul, a subject body. The soul's birthright is capacity to know, feel, will, enjoy; but all this may be buried in a napkin or bartered for a mess of pottage. Man's God-like spiritual nature is tabernacled in flesh, and its development limited by physical conditions. The body is not only the home of the soul, it is also its agent, its helper and nourisher. Through the bodily senses what raptures flow into the soul! Through the body, too, what diseases enter the very citadel of the mind! And what is the worth of this physical temple when reason staggers at its portals, or idiocy stares through its windows? The soul is the supreme human fact; and the perfection of that soul is man's supreme personal duty. While the first great commandment bids him love God with all his heart, the second seals him as a member of the great brotherhood of man. Love to your neighbor is like mercy — 'twice blessed'. As the perfection of his higher nature is man's chief personal duty, so the development and culture of the child's spiritual being is the highest parental duty. What man most needs is not better leeks and onions, but deliverance from the Egypt of spiritual bondage. The supreme human want is a higher manhood. There is a fatal defect in that philosophy of life that regards man as a grand physical organism, born of nature and reaching up to nothing! Such a view reverses the ends of human existence. A complete life is a truncated cone, resting on the smaller base of physical being, and lifting itself by widening sections of nobler activities, until it fills the circle of the soul's highest wants, and loses itself in the infinite perfections of its Maker. The first and highest function of school training is discipline; the second is knowledge. The disciplinary function includes the development of the soul and the nurture of the body. The acquisitive function includes the gaining of knowledge for life's higher duties and for 'getting a living'. The values of a school study as a means of mental discipline, and as a guide in life, are two criteria by which to determine its worth. A branch that meets both is of assured worth. It may be true, as Froude says, that every honest occupation to which a man sets his hand would raise him into a philosopher if he mastered all the knowledge that belongs to his craft; but this method of making philosophers is hardly practicable in our schools. Such stuff, indeed, is utterly Utopian. The knowledge directly used in the trades can receive but little attention in a course of general education, especially as no boy in this country knows what he may be called to do; and the mastery of science is mainly useful only as imparting habits of scientific thought and observation, an intellectual keenness, and a power of inductive reasoning, which are always, and in every pursuit, of practical value. What man most needs as a preparation for life's work is not special knowledge, but mental aptitude and power. Knowledge may guide and enlighten, but discipline gives strength of soul, self-poise, grasp, inspiration; and these are the lucky winners of success in all the emergencies of life. The prime want in getting a living, which Mr. Froude makes the chief end of life, is 'brains, sir!' — a mind keen-sighted and far-sighted, steady in aim and purpose, and full of faith. Thought sits at the wheel and loom; sews and embroiders; prints before breakfast the fifty-thousand edition of the morning paper; conveys intelligence around the globe by the lightning's flash; belts the continent with roads and bridges of iron; sits bomb-proof on the wave, and crumbles forts of granite as though they were



toy houses. In educating an American citizen we are not training an English operative or a Chinese coolie. He may be a hewer of wood, but if his life answers life's great end, he will also be a hewer of wrong. A school curriculum should embrace all the four great departments of human knowledge—to wit, language, mathematics, physical science, and mental and social science. My plea is for an education that prepares the head to think the truth, the heart to feel and enjoy it, the will to purpose, and the hand to do it.

The new officers of the Association are—*President*, D. B. Hagar, Principal of Salem Normal School, Mass.; *Secretary*, A. P. Marble, Worcester, Mass.; *Treasurer*, W. E. Crosby, Davenport, Iowa; with 13 Vice-Presidents, and 18 Counselors.

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## EDITORIAL DEPARTMENT.

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### EDITOR'S CHAIR.

EDUCATIONAL ANNIVERSARIES.—We feel that, in giving the pages of the present number so largely to an account of the various educational meetings of vacation, we present a mass of intelligence which will be interesting and valuable. During the two months each one of a vast army of teachers attended some one of these gatherings, and what was accomplished at the others will be of interest for comparison and suggestions. Vacation afforded a relief from the labors of the school-room, and brought its measure of other work not less important in the grand educational enterprise. The present number is devoted quite largely to an account of what was done.

THE NATIONAL ASSOCIATIONS.—Elsewhere are given brief notices and sketches of the addresses and papers before these bodies, for which we are greatly indebted to the excellent report of their meetings contained in the New-York Tribune. These abstracts serve to give an idea of the character of the whole. Making all due allowances for lapse of time in judging of former meetings, it is safe to say that, in power and directness of effort, the papers presented at Trenton excelled, as a whole, those of any previous meeting. Numerically the occasion was a decided success. Teachers poured in until the city acknowledged its hospitality tried to surplusage. The register contained the names of between 1200 and 1500 persons from abroad, and the paid membership of the Teachers' Association numbered between 600 and 700. Twenty-eight states were represented.

But it was not the fact of the assembling of so great a number of earnest men and women, but that they were in earnest as *teachers*, that made the occasion of the greatest profit to those present. There is at such a time a spirit of enthusiasm pervading the whole atmosphere, shown by the cordial greeting, the hearty shake of the hand, the relation of personal experiences, the mutual consultations, and the general interchange of thought, which gives a zest to the enjoyment and contributes largely to the profit of the occasion. To speak more particularly of the things done, beyond the exercises provided for in the programme, the

*National Superintendents' Association* discussed the subject of Examination and Licensing of Teachers, an exercise very suggestive on account of the great variety of methods practiced in different states. The subject of a National Department of Education was quite fully discussed, and a joint committee of this body and the Teachers' Association was appointed to present the matter before Congress at its next session, to which time and place this body adjourned to hold its next meeting.

The *American Normal Association* found a single day too short a time for the consideration of the many important practical questions which came before it. The principles and methods of normal instruction, if they can be considered settled, are not understood by the great mass of teachers of normal schools, which have been so rapidly established of late. Hence, the Association decided to lengthen its next session to three days—the Friday, Saturday and Monday preceding the meeting of the National Teachers' Association. Aside from a consideration of the irrepressible and vexatious question of a Course of Study for Normal Schools, the discussions took the character of statements of methods pursued in different institutions.

The programme of the *National Teachers' Association* was overcrowded, so that the time allotted to the discussion of the various topics, as well as of any miscellaneous questions, was otherwise appropriated. Upon one subject, however, that of Christianity in the Public Schools, Hon. Joseph White, of Mass., Judge Field, of N.J., and Hon. E. E. White, of Ohio, spoke words befitting the importance of a question which promises to be the cause of intense feeling in the administration of our educational systems. We may at another time give our readers an outline of the views of these men.

One feature of the week was admirably planned, and added much to the convenience and profit of all attending. We refer to the display made by publishing and school-furnishing houses. The rooms of the two lower floors of the Model-School Building—and they could not have been better adapted to the purpose—were appropriated to this use; and probably there has never been in this country a more varied and extensive exhibition of the *matériel* used for instruction. It certainly was a credit to all connected with it.

#### REPORT OF THE BOARD OF EXAMINERS.—

*Normal, Ill., Aug. 18th, 1869.*

HON. N. BATEMAN, *Sup't Pub. Instruction*, Springfield, Ill.

Sir: I have the honor herewith to submit the report of the Examination of Candidates for State Teachers' Certificates, held at Normal, Aug. 10th–11th inst., as conducted under your appointment by the following Board of Examiners: James H. Blodgett, Rockford; Profs. E. C. Hewett, John W. Cook, and Wm. L. Pillsbury, of the Normal University; and H. L. Boltwood, Princeton.

Twenty-five candidates presented themselves—twenty-one gentlemen and four ladies. Three gentlemen withdrew from the trial during the first half-day. The result of the work of the rest is submitted herewith.

Some candidates presented themselves who had not the requisite experience in teaching. It was deemed best to allow them to test their scholarship and allow the result to stand for its worth, until the proper testimonials are earned of successful teaching, when certificates shall be issued to those reaching the required standard of scholarship. Some inconvenience may thus arise; but the Board thinks it is best to allow those who apply in good faith to pass examination in this way, unless inconvenience more serious shall arise from it.

The cost of travel especially is enough to prevent serious burden to examiners from this source, while the advantage to the successful person is considerable.

Series of questions for written answers were submitted upon the following topics: Written Arithmetic, Grammar, Orthography, Geography, History,—which, with a twenty-minute paper to be written regarding the Eclipse of Aug. 7th inst., by which to estimate the writer's use of language, were classed by the Board, in making an average, as Elementary branches; in Geometry, Algebra, Chemistry, Botany, Zoölogy, Anatomy and Physiology,—classed as Higher branches; and questions for oral answers were submitted in Reading, Theory and Practice of Teaching, and the School-Law.

Each candidate placed his address upon a card and sealed it in an envelope, the card having been previously numbered and having been drawn by him. The number thus allotted to each was written by him upon every paper he wrote, and was the guide to the Board in identifying the papers that belonged to the same individual. The oral examination was of necessity recorded against candidates by names. After all the written work had been passed upon, the envelopes were opened, and the whole was recorded against the parties indicated as entitled to the various marks. To promote relative justice, the papers upon any one subject were examined throughout by the same member of the Board, thus securing as uniform a standard of marking in each branch as practicable.

The Board deemed the elementary branches the more important and essential part of the subjects submitted, and decided that in branches not so generally required the requisite standard should be less rigid; while the Oral examination, for various reasons incidental to conducting it, should be expected to reach a higher per cent. than either, and that each mark in the oral examination should count equal to one-half in written work, as there were but three topics in Oral work, but six in Elementary and six in Higher branches. Previous to reckoning the averages, it was decided to make the standard for recommendation for certificates the attainment of (75) seventy-five per cent. in Elementary branches, (60) sixty per cent. in Higher, and (80) eighty per cent. in Oral, or an aggregate of (175) One hundred and seventy-five.  $(75 \text{ Elementary} + 60 \text{ Higher} + 40 \text{ (or } \frac{1}{2} \text{ of } 80) = 175)$ .

There were some cases in which the Board was disposed to recommend special allowance, as where the loss of an arm made the expression in writing liable to incompleteness. The Board was also disposed to recommend adding ten per cent. for each candidate in History, or two per cent. in the average on Elementary branches, for reasons connected with that part of the examination. It is found, however, that those who might have had allowance for physical difficulty have attained the required standard despite their disadvantage, and that the change in History would not bring up to the standard any who fall below it; and the papers are therefore submitted without modification.

It was thought that candidates would write more satisfactorily if the topics for each half-day were given to them at once, thus enabling them to make a more general estimate of their work. The trial of this method is unsatisfactory. The candidates find their attention distracted, and the liability to confusion by any error in numbering or collecting papers is greatly increased. The Board failed to find all the papers due, no two being due from the same person in the list of missing ones, which was one each in Geography and the

twenty-minute exercise, and two each in Anatomy and Physiology and Botany. Two averages are in such cases submitted: one based on the presumption of total failure, the other on the presumption of loss after handing it in. It will be seen, by reference to the table, that this will not affect the decision except in a single case, as all others who pass average so high in other branches as still to pass if the missing papers count as their failures; while the Board is satisfied that, in the only case in which the decision would be varied, it was not the fault of the candidate that some paper on the subject (Geography) was not found to his credit, and therefore recommends that a certificate be issued him.

It is important to have sufficient of the examination in writing to make a satisfactory test and to form a suitable permanent record for any who may question the propriety of the decisions of the Board; but the limits of time and the bulk of manuscript make it desirable to do as much by oral examination as is consistent with the objects of the written work. On the present occasion the manuscript covered nearly a ream of cap paper. The Board has endeavored impartially to conduct the duties assigned it, and to submit the result as promptly as is consistent with the amount of labor involved in a careful examination of so much manuscript.

The progress of opportunities for woman's education and the training some have secured who are at work in our public schools is well indicated in the fact that on the present occasion a woman led the list, rising above graduates of high standing from some of the best colleges.

The Board recommends, in conformity with explanations above, that certificates be issued to each of the fifteen whose sum of average marks is one hundred and seventy-five (175) or more, upon his furnishing testimonials of the required successful experience.

Herewith are transmitted the manuscript and the table of marks of the examination.

Respectfully submitted.

JAMES H. BLODGETT,

Secretary of Board of Examiners.

By courtesy of Hon. N. Bateman, Superintendent of Public Instruction, we are permitted to publish the names of the successful candidates at the examination reported above. \*Grace C. Bibb, Peoria; Mary A. Campbell, Morton; Anna C. Gates, Freeport; Stephen Bogardus, Normal; Byron L. Carr, Waukegan; Charles H. Crandell, Normal; \*† E. P. Frost, Lamoille; H. H. Grover, Moline; John Higby, Kankakee; † George W. Mason, Normal; James F. McKee, El Paso; † Charles W. Moore, Normal; George S. Ricker, Hennepin; Samuel H. Stevenson, Heyworth; Henry F. Wegener, Springfield.

\* Since employed in High School, Springfield.

† Not taught the required time. Diploma to be issued when the condition is fulfilled.

STATE NORMAL UNIVERSITY.—The present term of this institution was opened on the 6th of September, under auspices unusually favorable. By a rigorous system of examinations, the aggregate numbers have been kept down to something like the count of last year, but the usual lenity would have given a large increase. There are present to-day (Sept. 15), in the Normal Department, 301. The number provided by law is 289. In the High School there are 64; in the Grammar School, 156; and in the Intermediate and Primary, 31. Total, 552. Many of the students in the High and Grammar Schools intend to teach, but prefer not to obligate themselves to do it.

The new class numbers 143. Fifty candidates were rejected in the examination. Per cent. of rejections as compared with the number of applicants, 26, nearly.

Last year the number graduated from the Normal was 19, and from the High School 1. This year the Normal presents 30 candidates, and the High School 5; so that the graduating class of the present year promises nearly to double that of June last. And it is composed of excellent material.

The efficiency of the institution is greatly enhanced by the addition of two members to the Board of Instruction. The new appointees are John W. Cook, Professor of Reading and Elocution, and Henry McCormick, Professor of Geography. Both gentlemen are graduates of the institution. By this addition to the teaching force much useful help, hitherto impossible, is rendered to the students. The benefit of this is felt especially in the practical teaching of the English Language. In the subject of English Composition the entire school is now graded, and a weekly exercise is given to each grade, at each of which every student is required to produce an original composition of a given length. Such thorough instruction and criticism of 300 pupils has been heretofore impossible, on account of the inadequacy in number of the overworked faculty.

Increased attention will be given to the professional work. The course of each grade of the Model School is carefully laid out, and a rigorous supervision of the work of the pupil-teachers is now in operation.

The conductors of the University recognize the fact that the educational world is moving on; and, while they do not intend to be carried away with every new theory simply because it is new, they do fully intend to keep step with every movement that is truly forward.

Much of the anxiety that has been felt in years past, concerning board, is disappearing. The charge for board is materially diminishing; and the large number of houses already built for the express purpose of accommodating students makes it certain that, in future, these accommodations will be furnished at the cheapest possible rates.

ILLINOIS CENTRAL.—It affords us great pleasure to make mention of the policy of this road toward educational gatherings. The teachers of the state remember that for several years, whenever the location of the meetings of the State Association was discussed, it was urged that the unyielding course of the Central always prevented the attendance of many teachers from the southern part of the state. Its action prohibited the Association from visiting some towns where it would have gladly gone and would have been generously welcomed. We ourselves remember being once assured, in a very positive manner, that the road never gave accommodation except to state fairs. We are happy to state that another order of things exists now. For two years past the Central has done much toward awakening the present educational activity in the southern counties, by granting half-fare accommodation to teachers in attending institutes and conventions. This change in its course was the fact that located the next meeting of the State Association at Cairo. The teachers from the northern parts of the state may feel assured of half-fare rates next winter. We are reminded to write this much by the unusual courtesy shown to teachers attending the recent convention at Mattoon, by which they were passed to their homes upon certificates which, by an oversight, were clearly insufficient for the purpose.



INDIANAPOLIS AND ST. LOUIS RAILROAD.—We wish, in the same connection, to make mention of the liberality of this road in returning to teachers money paid under these circumstances for return fares, its conductors knowing nothing of any arrangement for commutation.

HON. N. BATEMAN.—It will be a source of great gratification to all interested in the prosperity of the system of public instruction in the state to learn that Dr. Bateman has declined the position of President of the Indiana State Normal School, recently tendered him by the Board of Education of that state. Mr. Bateman has been so long identified with our educational interests, and is so thoroughly devoted to their advancement, that his loss would seriously impair their successful working. Besides, we confess to a feeling of pride that a man who has more than national reputation as an educator, and who is confessed as peer to the ablest superintendents of the country, should hail from Illinois.

The School at Terre Haute is about occupying the finest edifice in the country, and will commence with the most flattering prospects as to endowment and attendance, and a hearty sympathy of the teachers of Indiana.

COUNTY SUPERINTENDENTS.—The next meeting of the Association of these officers will be held at Jacksonville, on the 12th and 13th inst.

#### PERSONAL ITEMS.

N. P. GATES, Esq., has removed from Mattoon, in this state, to Little Rock, Arkansas, having accepted the Superintendency of Schools in the latter place.

J. F. GOWDY changes from Tuscola to Rushville in this state.

PROF. GUSTAVUS HINRICHS has resigned the charge of the Scientific Department of the Iowa School Journal. The professor is an enthusiast in science, and for two years has infused an unusual amount of vitality into his department of the Journal. In his note of resignation he says, "Not until the rudiments of the various branches of natural science have found their way into the common schools of our state, will a Scientific Department of the School Journal prove of sufficient interest to the teachers to warrant the labor which ought to be bestowed upon the same."

A. M. BROOKS, of Springfield, has resigned his position in the schools—another loss to us.

DR. SAMUEL WILLARD, well known to our readers as a former editor of the Teacher, and a frequent contributor still, has been elected Superintendent of the Springfield Schools, and E. P. FROST, a graduate of Amherst and a tried teacher, takes charge of the High School.

W. E. CROSBY, late Superintendent of Schools at Lima, Ohio, has accepted a similar position at Davenport, Iowa. He succeeds Mr. BEMIS, who takes the place recently vacated by Mr. J. M. Gow, of Rock Island.

P. R. WALKER sends a list of 34 subscribers to the Teacher, obtained at the Ogle County Institute.

PROF. J. PIPER, of Manchester, Iowa, will, if desired, take charge of one or two institutes in this state during the present season. Mr. Piper is accustomed to the work, and is active and very successful in it.

PROF. J. HURTY takes charge of the schools in Paris.

JEPHTHAH HOBBS goes to Shelbyville to organize a system of graded schools.

PROF. KNIGHT succeeds N. P. Gates at Mattoon.

J. EDWARDS, a graduate of the Normal University, has been appointed Principal of the Third-Ward Public School, Peoria.

Mr. T. J. KOETZLY goes from Belleville to Waterloo.

*SOUTHERN-ILLINOIS TEACHERS' ASSOCIATION.*

The following notice of the meeting of this body, Aug. 31st and two following days, is condensed from the columns of the Mattoon Journal.

The Association met in Dole's Hall, and was called to order by the President, Dr. Allyn, of Lebanon.

Prayer by the Rev. Mr. Bastian.

Mr. Smith, of Mattoon, in a few appropriate words, extended a cordial welcome to the Association.

Dr. Allyn, in his opening address, congratulated the Association on the progress in educational affairs in Southern Illinois during the year. The establishment of a Normal University and the holding of Normal Institutes were signs of improvement. He argued that education and culture ought to be general rather than special; should embrace a large and varied course of study and rigid discipline; and that some religious instruction should be introduced into our public schools as a basis for teaching morality. He opposed vigorously all action tending to give a portion of the school money to any of the various religious sects of the land, and insisted that children of all races, nations and sexes should be educated together in our public schools, in order that all may be fitted for political and social life and activity. The address closed by asking earnestly why our nation and age have not made as great progress in virtue and morality as they have made in scientific researches and knowledge, and in practical arts and mechanical investigation. A pertinent and forcible exhortation suggested that practical morality and virtue ought to grow in these times, when the population of the world is pressing up to two thousand millions, and when all the races are mingling in one clime, as in our land. Teachers are bound to make citizens virtuous and vigorous in honest deeds; and he urged every one to bestir himself to do this great work, and thus redeem earth from vice, and bring it into obedience to virtue, to religion, and to God.

On motion, Miss Mary Henderson and Mr. H. S. English were elected Assistant Secretaries.

Messrs. Blake, Bastian, and Hurty, were appointed a Committee on Business.

The afternoon session was opened by singing, led by Dr. Miller, and prayer by Prof. Hurty.

On motion of the Secretary, Mr. Slade, the Constitution was so amended as to require the payment of one dollar annually to constitute membership in this Association.

President Richard Edwards, of the Normal University, delivered an address upon *Reading in Schools*. Reading aloud, which of course is the only reading to be taught in school, may be defined as the expression, in vocal utterances, of the thoughts and emotions of a written or printed composition. But such expression is only possible when such thought and emotion is appreciated by the reader. Hence, the first thing to be done is to make a thorough study of the lesson. The meaning of words, the facts of history and science referred to in the selection, must be understood by an examination of the books containing the requisite information. This subject must be viewed from an educational standpoint. The question must be "How can reading be so taught as to develop most efficiently the mental power of the pupils?" This is in accordance with modern ideas of education. And for this, literature, the selections in the reading-books, are admirably adapted. Its influence reaches to a larger number of the student's faculties than are exercised by the mathematics and the sciences. Literature calls into activity all the powers of the soul. Argumentative pieces exercise the logical faculty. Others awaken the imagination, re-

fine the taste, or strengthen the moral purpose. English literature contains the best thought of the English race since the language was formed. And every child in our schools is entitled to all the glorious culture that may be derived from it. But to derive from this source the culture it is adapted to impart, there must be study. No culture comes save by labor. Thus, too, the pupil will acquire skill in expression. No boy, speaking in anger to his fellow, ever uses the wrong intonation or inflection. When the thought to be expressed is clear in the pupil's mind, or where a feeling has taken a strong hold of him, his instinct will go a great way toward guiding him to the natural expression. For the purpose of expression, there must be ability to produce and to recognize the sounds that constitute the English language. And each of these forty-four elements must be mastered in all its possibilities of pitch, force, volume, quality, etc. This involves a careful training of the ear and of the vocal organs, sounds being distinguished by the former and produced by the latter. A thorough study of the vocal elements of the language forms a part of this work. Afterward should come the principles of elocution. Care should be taken to avoid a multiplicity of rules concerning emphasis, inflections, etc. A few general principles, carefully considered, and capable of constant application in practice, should be given. Nothing should be learned in the way of elocutionary rules that is not practically used by the pupil. The English language is a mighty instrument in the hand of the teacher. Let it be used to impress upon the minds of children lessons of virtue and wisdom—of patriotism and moral purity.

*Discussion: How can Instruction in Morality be imparted to pupils in our schools, and how can they be guarded against the evil influences to which they are exposed?*

Prof. E. C. Hewett opened the discussion by defining morality. He said it should include a spirit of reverence and loyalty to that which is above us—to country and truth. If we read the Word of God or speak of our country, we should do it in such a way that our very manner shall teach a lesson that will be more effective than any mere precepts.

Rev. Mr. Bastian said we must *teach* children to be good, as we teach them any other science, by teaching them the principles of goodness. The great spring and governing power of true morality is Love, which, as a power of action, is unlimited: "The seven years that Jacob served for Rachel seemed but as a few days, because of the love he bore to her." This great principle of Love as the basis of morals becomes the concrete in love to God through our Lord Jesus Christ. "We love him because he first loved us." Thus the great power of love, of gratitude, prompts us to obedience to the law of God, which is the *only* basis of true morality.

The question was further discussed by Prof. Hurty, who illustrated his method of dealing with boys who might be guilty of fighting or swearing. He would try to lead them to see and feel that their conduct was wrong, and lead them to abandon their evil practices because they are wrong.

Mr. B. G. Roots wished to reiterate what had been said by Prof. Hewett about teaching more by example than by precept. He thought many teachers, in preparing for examinations, gave their children lessons in deception that would not soon be forgotten, and that all they might say against deception would have no effect in the face of such conduct.

Lecture on *Penmanship*, by Prof. Robert Spencer, who said he was glad that penmanship was one of the branches required to be taught in our public schools. He thought County Superintendents should examine teachers as to their ability to teach penmanship. He regretted that so little attention was given to methods of teaching it. He would have little children taught writing first, without regard to an analysis or shading of the letters.

Mr. B. G. Roots said his pupils were required to bring a slate and pencil before he would enter their names upon the schedule. They commence printing words before they can read them. By having good models of the script characters before the pupils, they soon learn to use them in stead of the printed characters.

#### EVENING SESSION.

Dr. Miller sang the *Psalm of Life*.

Prayer by Rev. T. W. Hynes.

Address by Hon. Newton Bateman, State Superintendent.

No brief outline can give any adequate idea of the excellence of this address, which was a masterly exhibition of the value and character of true teaching.

At the conclusion of the address, President Edwards, of the Normal, read *The American Flag*.

## WEDNESDAY MORNING.

Association was called to order by the President.

Music by Dr. Miller.

Prayer by the President.

Lecture on the subject of *Music*, by Dr. Miller. The speaker remarked that a false notion prevails that no one should sing unless he is a fine musical performer. Its inspiration and power frequently depend upon the number of voices. What effect would it have had on a regiment of soldiers for one voice to sing *The Union for Ever*, no matter how well? But how powerful the influence when all voices united, though some of the tones were very imperfect. Music has its greatest effect upon the performer himself. In school all the pupils should sing, and let them commence with the notes the first day they enter school. The influence will be greater and more lasting than singing by rote. The pupils must learn to sing without the aid of the teacher. Teachers must not encourage loud singing; many voices are ruined by it. Every child may be taught to sing, but not every adult.

Next followed the lecture of S. H. White, Principal Peoria Co. Normal School. Subject: *Course of Study for Grammar and High Schools*. This able address showed logical thought and careful preparation, and was listened to with marked attention.

Next was an address on the subject of *Penmanship*, by Mr. W. M. Scribner. The speaker illustrated by the use of the blackboard his methods of teaching this much-abused branch, showing clearly that if our teachers could all teach as Mr. Scribner himself can, fewer pupils would leave school with poor handwriting.

Next was the lecture of Prof. Hewett on *Geography*, considering briefly but forcibly 'What to study, Why, and How'.

On motion, the President appointed as Committee on Nominations Messrs. J. Hurty, J. G. Morgan, ——— Hedges, and J. Dawson.

Messrs. T. W. Hynes, H. A. Neal, and W. I. N. Fisher, were appointed a Committee on Resolutions. Adjourned.

## WEDNESDAY AFTERNOON.

Prayer by Rev. Smith.

The Lecture of S. H. White was then taken up, and a general discussion participated in by Messrs. Gastman, Bastian, Hewett, and others. The importance of English Literature, both as a means of acquiring knowledge and for sake of the mental discipline, was forcibly urged by these gentlemen, and by the President of the Association.

The following question was next made the subject of a general discussion: *Should Reporting and Marking Scholarship, Punctuality, and Deportment, be practiced in our Schools?* Discussed by Messrs. Gastman, Patrick, Etter, Roots, Allyn, and Hewett. The opinion of these gentlemen is that some system of marking is essential to the highest success in our schools, but that self-reporting should not be practiced.

The Committee on Nominations presented the following report, which was accepted. Officers for the ensuing year: *President* — E. A. Gastman, of Decatur. *Vice-Presidents* — W. T. Jackson, Westfield; N. S. Bastian, Sullivan; B. G. Roots, Tamaroa; J. P. Slade, Belleville; Miss A. Collom, Mattoon; Miss Alice Simonds, Cairo. *Secretary* — H. S. English, Salem. *Treasurer* — James A. Kennedy, Monroe Co. *Executive Committee* — J. Hurty, Paris; J. G. Morgan, Cairo; W. C. Griffith, Marshall.

On motion, the Executive Committee for the ensuing year were ordered to fix the place for the next annual meeting south of the O. and M. R.R.

Session closed with an eloquent address on *Education*, by Maj. J. B. Merwin, of St. Louis, Editor of Journal of Education.

## EVENING SESSION.

*Réunion*.—By request, Mrs. Bastian read several selections, including *This World is full of Beauty* and *Sheridan's Ride*.

Then followed Toasts and Responses, which were *sandwiched* with singing by Dr. Miller and Mr. Knowlton, who were frequently called for.

Following these informal exercises came the *réunion* proper, which continued till a late hour.

#### THURSDAY MORNING.

*Closing Session.*—The business this morning was chiefly of a miscellaneous character, eliciting considerable spirit in debate, but not of general interest.

A misunderstanding between the officers of the railroads and the officers of the Association, in regard to return tickets, caused considerable annoyance and delay.

The Committee on Resolutions reported resolutions of congratulations and thanks, "excepting particularly from the scope of the latter any who may have allowed their names to be put on the programme and yet have failed to appear or explain their absence." Among the resolutions was the following:

As a proper supervision of our public schools is, in the highest degree, important to their success, we do earnestly urge and advise that, in the approaching election, the very best and most suitable men should be chosen for the office of County Superintendent of Schools, and that their literary and general qualifications for the office should be regarded as of far higher importance than any question of political or ecclesiastical partisanship.

### EDUCATIONAL ITEMS AND STATISTICS.

#### OUR OWN STATE.

STATE TEACHERS' INSTITUTE.—The session of the State Normal Institute held at the Normal University Aug. 9th–20th drew together a larger number than at any previous session. Pres. Edwards led in *Reading*, and in the presentation of the subject of *Mental Science* in its relation to Theory and Art of Teaching, besides delivering an evening lecture on *Education a Means, and not an End*. Profs. Hewett, Metcalf, Sewall, Pillsbury, and Cook, of the University, rendered constant aid. Miss Kingsley, of the Model School, presented classes in *Primary Reading*. Jas. H. Blodgett, A. M., of Rockford, and H. L. Boltwood, A. M., of Princeton, rendered some aid; while Messrs. Newby and Reynolds set forth methods of teaching *Penmanship*, and Dr. C. C. Miller presented exercises in *Graded Songs* as used in the Chicago Schools. Hon. N. Bateman delivered an evening address.

Quite a number of those who attended came on the previous Saturday, that they might have advantage of the totality of the eclipse, with which Normal was favored. Those familiar with the scientific apparatus of the institution will appreciate the humor of the morning paper that enumerated among the important observations in the vicinity of Bloomington those taken by the President and Faculty of the University with their instruments. It was so far true that they were all most intently watching that wondrous occurrence, so far surpassing in its totality any partial shadow as to defy attempts to describe the difference.

An attempt was made to promote interest by dividing into sections, which was, perhaps, to be counted a success; yet it was found that many were very anxious to see the elementary work in every branch. So many principals of schools and experienced teachers have now to supervise elementary work, even if they do not daily teach elementary classes, that this part of the work had an absorbing interest, and no exercise elicited so intense and uniform attention as one in *Primary Reading*.

SOUTHERN-ILLINOIS TEACHERS' INSTITUTE.—Pursuant to a call issued by the Faculty of Southern-Illinois College, at the close of the Spring Term, the Southern-Illinois Teachers' Institute met at Carbondale August 9th, and continued in session two weeks, closing August 20th. About fifty teachers were present and participated in the exercises.

On the first day of the session, Prof. Braden called upon the teachers to decide whether the Institute should be conducted upon the old plan of lecturing, or whether it should be made a teachers' drill. The latter plan was adopted, and the following order of exercises was chosen:

*Morning.*—Arithmetic, Reading and Phonics, Intellectual Arithmetic, Spelling. *Afternoon.*—Grammar, Geography, Miscellaneous. *Evening.*—Teachers' Society.



The daily exercises, under the instruction of Mr. and Mrs. Braden and Miss Pierce, were of such a character as the wants of the teachers demand, and the knowledge obtained such as could be carried by the teachers into their respective school-rooms and put into practical operation. The exercises of the Institute were entered into by the teachers with a spirit which fully showed that they were alive to the demands of the times and interested in the success of their profession.

During the first week the evenings were occupied in the discussion of questions of practical importance to teachers: such as *School Government*, *Essay-Writing in Common Schools*, *Deportment of Scholars*, and the *Marking System*.

The *Marking System* not only brought out a variety of opinions, but a great deal of feeling was manifested upon the subject. The ladies took part in this debate. This was the most lively and interesting discussion of the session. Though the system had many warm friends among the teachers, there was a majority decidedly opposed to it, both in principle and practice.

The evenings of the second week were used in debates and lectures alternately. On Tuesday evening a lecture was delivered by Mr. Fish, pastor of the Presbyterian Church, of Carbondale. Subject: *Symmetry of Character*. The speaker handled the subject in a very able and entertaining manner. Many practical suggestions were thrown out to the audience, who showed their appreciation of the lecture by a unanimous vote of thanks and a request that it be published in the Southern-Illinois Teacher.

Thursday evening President Nutt, of the Indiana State Normal University, delivered a lecture upon *The Times, and the Responsibility they impose upon Us*. He gave a cursory view of the progress of the sciences and comparative mental, moral and physical improvement; clearly showing that mankind are not degenerating.

Tuesday evening a committee was chosen from the Jackson county teachers to draft a constitution for the Jackson County Teachers' Association, and ordered to report Thursday evening, at which time the constitution was read and adopted, and an election of the proper officers ordered for the following morning. The persons elected were: *President*—H. C. Robinson, Desoto. *Vice-Presidents*—Dr. John Ford, Murphysboro; M. L. Chase, Makanda; R. J. Young, Murphysboro. *Rec. Sec'y*—Samuel Harwood, Carbondale. *Cor. Sec'y*—Miss Emma Ratts, Carbondale. *Treasurer*—Morton M. Thompson. *Executive Committee*—G. L. Wharton, Mrs. Babcock, Miss Ruth Moore, Carbondale.

Friday morning the Institute closed with exercises of a miscellaneous character, among which was the discussion of the proper method of *Teaching the Alphabet and Compulsory Attendance*. The discussion of compulsory attendance was very lively and entertaining, a majority contending that it is right in principle and practicable for common schools.

During the progress of the Institute several prominent educators were present, among whom we mention Jas. N. Patrick, Prof. Sanford, of Anna, and Joel G. Morgan, of Cairo.

More might justly have been expected from an Institute of this kind; but, as the first effort in this locality, it may, with truth, be pronounced an entire success. The movement is a good one, and augurs well for the future. It is a great step in the right direction. It is evident that the great object for which the leading teachers of Egypt have faithfully and patiently toiled is being accomplished.

JAMES TULLY, } Secretaries.  
SAM'L HARWOOD, }

MONROE COUNTY.—The course of examination and institute exercises in this county began on Monday, the 16th, and closed on Friday, the 20th, of August last. With but few exceptions, all the resident teachers, together with some additions from other sections of the country, were in attendance, for the purpose of undergoing examination for certificates and participating in the institute work. A class of forty-six was formed, thus giving evidence of coöperative force in the educational ranks truly laudable, when it is remembered that Monroe is small in size in comparison with her sister counties, numbering but fifty-five schools in all. But her teachers are drilled—disciplined,—and thereby make the county compare favorably with the educational front presented any where. The examination was public, conducted with

system and regularity, and therefore free from any censorious criticisms or unjust remarks. Both the oral and written methods of testing the candidates' knowledge and experience were used, thus getting at the bottom of things. The teachers read essays during the institute exercises, which showed ability and culture. The topics treated were practical school questions. Maj. Merwin, Editor of the *Journal of Education*, St. Louis, lectured on *The Teacher's Profession*, and presented many excellent ideas, clothed in beautiful language. Prof. Stevenson, now of Washington University, developed the system of *Map-Drawing*, according to Guyot's method, and also gave his services in conducting *Reading* and *Arithmetical* exercises. Miss Eckert, of the Normal, conducted an exercise in *Calisthenics*, which reflected credit upon her as a promising teacher. Mr. Raymond, of Springfield, in conducting a reading-class, presented some excellent hints, calculated to lead to more successful teaching in this branch. School-officers and the public manifested a deep interest in all the exercises. There is no question of the fact that Monroe, in her educational workers, is alive, determined, and doing efficient work in the right direction and of the proper type.

DECATUR.—The schools of this city are in their usual efficient condition. The completion of a new High-School building and other new buildings has so increased accommodations that the pressure for room is greatly relieved. The following statistics of the past year will be of interest: Number of pupils enrolled in all the schools, 1,872; increase over previous year, 77. Average number belonging to the schools, 1,331; increase over previous year, 147. Average daily attendance, 1,257; increase over previous year, 157. Per cent. of attendance, 94.5; increase over previous year, 1.5. Whole number tardy during the year, 2,835; decrease from previous year, 1,400. Whole number of white children in the city, under 21 years of age, 3,055. Whole number in the city between the ages of 6 and 21, 2,017. Whole number of white children in Decatur School District, under 21 years of age, 3,318; increase over previous year, 168. Whole number in district between 6 and 21, 2,207; increase over previous year, 157. Whole number of colored children in the city under 21 years of age, 79; decrease of 2 since previous year. Number between 9 and 21, 49; being same as last year.

EVANSTON.—The inauguration of Dr. E. O. Haven, President of Northwestern University, may be considered an important epoch in the progress of higher education in the state. Dr. Haven comes among us with years of ripe experience in the field of labor, and will soon place his institution high up among the best of the universities of the country. His public spirit as an educator will not allow him to devote himself solely to any single object, however grand; and we are mistaken if he is not found among the most earnest and efficient promoters of free universal education. About \$1,500 have been raised for the purpose of improving the grounds of the University, and \$2,500 per year pledged for the support of a chair of Civil Engineering. The completion of a new edifice adds very greatly-needed facilities for the accommodation of the institution.

GALESBURG.—The entire number of different names registered in the public schools during the year ending June, 1869, was 2,086; largest number registered in one month (Jan.), 1,576; smallest number registered in one month (June), 1,191; average monthly enrollment, 1,417; average number belonging, 1,306; average daily attendance, 1,191; per cent. of attendance, 91½; number of regular teachers, 22; average number of pupils to each teacher, 55; cost of tuition per scholar—on entire enrollment, \$7.11, on average number belonging, \$11.25.....The new professors of *Knox College* are Prof. Pratt, of the Latin chair, Prof. Tyler, of the Greek chair, Prof. C. C. Salter, in place of Prof. Beecher. Miss Susan H. Ward takes charge of the seminary as Principal, in place of Miss Howard, resigned. John H. Eastman takes charge of the Classical department of the Academy.

SOUTHERN-ILLINOIS NORMAL UNIVERSITY.—The Board of Trustees have located this school at Carbondale. Considerable competition existed between several towns in that section of the state, and the result is that the University has at the outset an endowment variously estimated at from \$200,000 to \$300,000.

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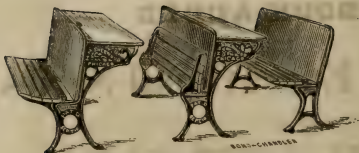
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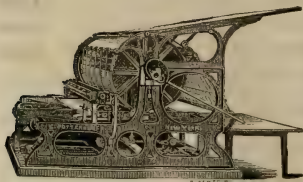
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
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
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# ILLINOIS TEACHER.

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NOVEMBER, 1869.

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## THE TRAINING TO CITIZENSHIP.

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BY GRACE C. BIBB.

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HERBERT SPENCER, than whom we have few writers of higher authority, has, following M. Comte, declared the process of education in the individual to be analogous in nearly all respects to that process which, in the development of nations, we call the progress of civilization. In his essay 'What Knowledge is of Most Worth' he argues, from this analogy, that that is the best education which, being founded upon science, most fully prepares for the duties of the whole life.

Perhaps, in order that each may receive that education which is for him the best, it is requisite that a system of instruction be devised for him alone, calculated to strengthen to the utmost the worthier impulses of his nature, and to repress those impulses which may, by undue development, impede his progress toward the highest good rendered possible by his constitution, mental or physical. But there can hardly be, in the nature of our Free-School System, any such special adaptation of means to ends as would result in giving to each the education which is for him the absolute best: at present, and probably in the future as well, we must, perforce, content ourselves with the relative best.

The prominent idea of our politics, carried out of politics into every sphere in which one law is to govern many, is stated as clearly as need be in the well-worn phrase 'The greatest good of the greatest number'. Since the mediocre is the prevailing mental cast, the phrase may be freely rendered 'The greatest good of the mediocre. But Baron Humboldt said, and his statement has received some measure of indorsement from reprint in the Atlantic, "The United States is a dead level of mediocrity."

Nor does it seem that we can safely doubt the general assertion,

since, if our people are more generally informed than the people of other lands, there are still but few, comparatively, who attain the highest culture. I, for one, am quite ready to accept the fact of national mediocrity, if only the level be high enough; for, by stages almost imperceptible, the ordinary rises to the better, the better to the best. Let it be our constant aim, day by day, in every school-room of the land, to elevate the level of mediocrity.

The comprehensive term 'culture' does not, however, so much imply education, in the ordinary sense of that much-abused term, as it implies training. It is not necessary to his present, nor, I think, to his future well-being, that one burden his memory with the names and deeds of the Merovingian Kings, or that he be able to state, at a moment's warning, the exact number of square feet in the surface of the earth, as that he be always ready, from the complete subjection of his faculties to his will, to obey the Scriptural injunction: "Whatsoever thy hand findeth to do, do it with thy might."

I am not prepared to say that, either in individual or in national education, our Public Schools are doing all that they are capable of doing—all that we, who so entirely trust them, believe that they will hereafter do; nor, probably, has their system of instruction been sufficiently long established in this country fully to reveal either its highest good or, perhaps, its worst evil. Among the evils hitherto attributed to it, there is one which the experience of any teacher will prove somewhat imaginary. It is said that, given a certain number of pupils from any and all ranks of society, destined to many widely-differing professions and pursuits, we conduct all by the same path to the same goal, and graduate from our schools an equivalent number of educated persons, each, in mental attainments, the counterpart of all the rest.

*Vis inertiae* is, however, a strong force; and, in spite of the training of the schools, there is a wonderful amount of human nature in school-boys. And furthermore, observation hardly teaches that in nature any special providence is shown to the individual. It can not be doubted that a certain amount of general training will do more toward making the most of a man than double the amount of special culture. Our schools, very probably, will send out few poets, or orators, or artists; but, year by year, they will send out, if they do their work steadfastly, a larger and larger number of good citizens. This point, I think, we frequently forget, in those lofty aspirations for impossible good so natural to the teacher's mind, or overlook, in the deep sense of responsibility necessarily attaching itself to the duties of our profession,—a sense of accountability that is almost awful, except when we remember

"God's greatness flows around our incompleteness,  
'Round our restlessness, his rest."

We frequently forget that to us the state has confided the training of its future citizens, and that to the state we owe, perhaps, our first duty. Indeed, it seems probable that, by a somewhat liberal construction, the duty to the state may comprise all duties, since, in this country at least, that one is hardly a good citizen who is not intelligently a good man.

Old-world despotisms rule by repression, but America governs by expansion. Perhaps the law of physics may be here applied: it is not expansion which is dangerous, but unequal expansion. Glass, which is broken by sudden immersion in hot water, may, by gradual application of heat, be safely raised to a high temperature.

Ours is a government for and of and by the people. Yet how can any wise government be exercised by those unused to the higher task of self-government? If we adopt, as, in a measure at least, we must, Comte's view, and regard individual development as identical in order with national civilization, then a man can, from an examination of the forces affecting his own life, and from patient tracing of effects to causes, study, as in a microcosm, the whole science of government. Knowing the result to the individual of certain courses of action, he infers that the same forces working in society will effect similar results on an infinitely larger scale. Hence, he readily determines the amount of power necessary to produce certain results, as well as the time of its application.

But suppose that the man be not trained to self-government, the consequences of a liberty suddenly thrust upon him can not but prove dangerous. The long and peaceful training to citizenship of the former case is supplanted here by a short, sharp struggle, the consequences of which it is impossible to predict. Entirely cowed in spirit by long years of oppression, his normal condition being, as it were, that of servitude, he may fall an easy victim to the tyranny of any one who may think it worth while to assume authority over him. On the other hand, his release from the thralldom of despotic law may prove the beginning of a reaction that, proceeding to all limits of foolhardy independence, will at last overstep these limits, and, by its orgies in the name of freedom, make liberty synonymous with the worst license.

The exercise of the rights and duties of citizenship in the United States ought to be accompanied with a sense of deep responsibility, as well as with that swelling national pride so characteristic of our people. I think this feeling of responsibility should be fostered in the schools.

The great majority of the children of the republic should be educated in its schools, and should in them receive a training calculated to make them eventually self-governing beings,—a training which, commencing with the exercise of considerable arbitrary power, neces-



sary in the infancy of man as of nations, shall gradually lessen the coercion and increase the individual freedom, until, at last, the law shall cease and the educated man become a law unto himself.

Public Schools, in this state at least, are rapidly superseding all others. They are doing this, probably, from two causes: the first being that they are in close harmony with the spirit of our institutions; the second, that, as a class, they are in the van of progress. To the free schools are committed more and more fully, year by year, the great destinies of the country. Upon them has descended the mantle of the old prophets. Their work is to train for the enjoyment of their great birthright of liberty the children of the state; to lead them, slowly and painfully at first, past pit-falls and hidden snares; to widen, day by day, the path to freedom, trusting constantly more and more fully to the guiding principles of truth, and right, and justice, and humanity, till, when the years are past, and scholars leave schools and instructors for ever, they shall be not artists, not poets, not philosophers, but men with whom the earlier halcyon days of the Republic shall return — American Citizens.

*Springfield High School, Oct. 1869.*

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## THE SCHOOL RECORD.

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BY D. S. MORRISON, CHESTER, ILL.

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THE use of the School Record is so common in most institutions of learning, and has been sanctioned by so many eminent teachers, that it seems little short of presumption to call its propriety or utility in question. There have been, however, many time-honored usages in the class-room which experience has condemned and exploded; and many yet remain which are doomed to a similar fate. Whether the Record is among the number time will determine. In this article it is proposed to consider the effect of the Record as an *incentive to study* and *to improvement in conduct*.

Mr. Wells, in 'The Graded School', informs us that "A judicious use of the Class-Book, in which a record is made of the pupil's standing and progress from day to day, is one of the most important instrumentalities that teachers can bring to their aid in securing punctual attendance and an elevated standard of scholarship and deportment." He also quotes from 'Reid's Principles of Education' the following, as the principal means for maintaining an influence over pupils:

"1. The pupil's sense of duty. 2. The pupil's sense of his future interests. 3. The pupil's desire for knowledge. 4. The pupil's desire

for occupation and intellectual action. 5. The pupil's desire for praise. 6. The pupil's desire to surpass others. 7. The pupil's love of and respect for the teacher. 8. The example of the teacher. 9. The hope of a reward. 10. The fear of punishment."

Wickersham, under the head of 'Incentives of Doubtful Propriety', enumerates the following: "Prizes; Merit-Marks (including the Record); Emulation; Fear of Punishment; Shame; and Ridicule." Under the head of 'Proper Incentives to Study' he classes "The approbation of the teacher; The approbation of the parents and friends of the pupil; The approbation of society; The attainment of an honorable position in the school; The pleasure of overcoming difficulties; The gratification of curiosity; The desire of knowledge; The hope of success in life; The enjoyment of purer ideal creations; The duty of self-perfection; The satisfaction of doing right; and, The prospect of heavenly reward.

Who shall decide when doctors disagree? What Wells pronounces 'one of the most important instrumentalities', and to which, as he elsewhere remarks, "frequent and pointed allusions should be made, for the purpose of stimulating exertion and checking irregularity," Wickersham places under the head of 'Incentives of Doubtful Propriety'! and Reid ignores the 'instrumentality' entirely as a means of influencing pupils. Wickersham, it is true, in discussing the 'Incentives of Doubtful Propriety', admits that, with 'judicious application', 'constant vigilance', 'careful guarding', and 'skillful handling', they may, to a certain extent, be used; but the best case which he seems to make out for the Record and Merit-Marks is that "teachers must first appeal to such motives as can be made effective, and afterward gradually substitute nobler ones." Why not try the nobler ones first? Can they not be made as efficient as those of doubtful propriety? Is it not a fair inference, however, from his remark that the Record, at best, is a mere temporary expedient, to be thrown aside as soon as better means can be employed?

His classification of 'Proper Incentives to Study' is inverted in the same way, having the nobler and more important motives last. Probably he did not intend that 'the satisfaction of doing right' and 'the prospect of heavenly reward' were only to be urged upon the pupil's attention in cases of the last resort, or when all other means had failed; and yet the reader would very naturally receive that impression from examining his list.

I prefer Reid's classification, although not entirely free from objection, which begins with 'the pupil's sense of duty'. This, as I understand it, means—1. His duty to God. 2. His duty to his parents and other near relatives. 3. His duty to society. 4. His duty himself. This last, perhaps, may be included in the second item in Reid's list, viz., 'The pupil's sense of his future interests'.

Connected with these, the love of right should occupy a prominent place, a motive which Reid seems to have omitted. Other motives may be variously arranged; but such as the love of praise, emulation, or fear of punishment, should be placed near the bottom of the list, to be called into operation only when other and better means have been tried and failed.

With due deference to the authority of Wickersham, I dissent entirely from the doctrine of employing lower motives as temporary expedients, to give place afterward to nobler principles. I hold that the love of God and our duty to him should be among the earliest lessons taught to the youthful mind. Let parents and teachers see to it that the important lesson is duly inculcated. Early should this labor of love begin, and long and faithfully should it be continued. Let the seeds of love and duty be planted in the virgin soil of the mind, before it is overgrown with the weeds of vice and crime. Put no inferior materials in the *foundation* of the moral structure. *Begin* with the true principles for forming a noble character, and lay line upon line and precept upon precept. Let truth, virtue, and right of every kind, be presented to the judgment and impressed upon the moral nature of youth, as things bearing the stamp of Divinity, and excellent and desirable in themselves; and let the teacher call into action no inferior principles, till sad necessity forces such a course upon him. This, I apprehend, is the true method to pursue, and one which will produce better results than commencing with 'incentives of doubtful propriety', with the view of afterward substituting nobler principles of action.

A special objection to the Record is that it begins by cultivating inferior principles—such as love of surpassing others, ambition, and fear of degradation,—and makes this, in the language of Wells, 'one of the most important instrumentalities in securing an elevated standard of scholarship and deportment', and generally to the exclusion of higher motives. In many schools the Record is the principal, if not the sole, moral agent in controlling the pupils and stimulating them to action. Is this the proper method to educate the moral nature of the young, or to form true and noble characters?

There are scholars, it is true, to control whom low motives, even the fear of punishment, must be employed. Recourse to such means, however, is justifiable only when necessity absolutely requires it. A large majority in almost every school can be easily governed and sufficiently stimulated to action by better motives than the desire of obtaining a good mark or the fear of having a bad mark opposite their names in the teacher's book. Those who can be influenced by a conscientious sense of duty and the love of right—and they are by far the most numerous class—should never have their moral sensibilities impaired by 'frequent and pointed allusions' to a school

record. If the teacher understands his business, no such instrumentality as the Record, in a large majority of cases, is necessary, 'to stimulate exertion or check irregularity'; and if it be employed at all, it should only be with those pupils that can not be actuated by the higher and better influences of duty and right.

The use of the Record in school seems to draw off the attention of both teacher and pupil from the true principles of moral government—few teachers complying, it is presumed, with Wickersham's recommendation of gradually substituting nobler motives for the temporary expedient of merit-marks. The result is disastrous, especially to the pupil. He does not acquire, or, if he has acquired, he gradually loses, the desire and the practice of doing right from proper motives. He soon learns to omit duty, unless urged by the stimulus of a gratified ambition, or pride, or the fear of degradation,—such emotions as merit-marks induce. His moral nature is not being developed in the best way. He is not taught to act from the best motives, and thus to lay the foundation for a permanently-excellent character; and when he leaves school, he has no better guide for his conduct than those principles of doubtful propriety or inferior order which were so zealously cultivated in the class-room. Much of the selfish, heartless, unprincipled conduct, which is manifest in every phase of society, is owing to defective moral education in school.

This subject has hitherto received too little attention from teachers. If they can succeed in controlling a pupil, and stimulating him to exertion in his studies, they are generally satisfied, and seldom carefully consider the effect of their training upon his future character and conduct. Immediate success should not blind us to ultimate consequences. Questionable means should be avoided, especially if equal or better results can be secured in a better manner, and by means entirely free from objection.

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## A LESSON FOR TEACHERS.

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[THE following beautiful lines, from the pen of S. G. Goodrich—Peter Parley,—will recall to the minds of many teachers hours of childhood made pleasant by his stories. They breathe the spirit which made him a true teacher.]

I saw a child, some four years old,  
Along a meadow stray;  
Alone she went, unchecked, untold,  
Her home not far away.

She gazed around on earth and sky,—  
Now paused, and now proceeded;  
Hill, valley, wood,—she passed them by,  
Unmarked, perchance unheeded.

And now gay groups of roses bright  
In circling thickets bound her;  
Yet on she went, with footsteps light,  
Still gazing all around her.

And now she paused, and now she stooped,  
And plucked a little flower,—  
A simple daisy 't was, that drooped  
Within a rosy bower.

The child did kiss the little gem,  
And to her bosom pressed it;  
And there she placed the fragile stem,  
And with soft words caressed it.

I love to read a lesson true,  
From nature's open book.  
And oft I learn a lesson new  
From childhood's careless look.

Children are simple — loving — true;  
'T is Heaven that made them so;  
And would you teach them, be so too;  
And stoop to what they know.

Begin with simple lessons,—things  
On which they love to look:  
Flowers, pebbles, insects, birds on wings,—  
These are God's spelling-book.

And children know his A, B, C,  
As bees where flowers are set:  
Wouldst thou a skillful teacher be? —  
Learn, then, this alphabet.

From leaf to leaf, from page to page,  
Guide thou thy pupil's look;  
And when he says, with aspect sage,  
"Who made this wondrous book?"

Point thou with reverent gaze to Heaven,  
And kneel in earnest prayer,  
That lessons thou hast humbly given  
May lead thy pupil there.



## THE MARKING SYSTEM.

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BY RICHARD EDWARDS.

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THE practice of keeping a careful record of the scholarship and deportment of pupils in a school has been, of late, somewhat called in question; and I shall be grateful for a brief space in the Teacher for its discussion. Allow me, first, to review some of the most common objections to the practice, and afterward to state what seems to me the true explanation of the method.

And, first, it is said that to keep a record of a student's attainment in scholarship, and of his standing in deportment, is a mode of dealing that appeals to his baser motives, and exercises the lower elements of his character; and that, consequently, the educational effect of such a record is evil.

There have, doubtless, been teachers who have so used the 'marking system' that bad effects have followed. But the same may be said of every kind of educational instrumentality. Text-books, in themselves and for their proper purposes, very useful, are by some teachers made the means of crushing all real independent mental life. A slate and pencil are useful things in their way; but how frequently it happens that they are made mere substitutes for thought, in stead of aids to it. In the hands of an unskillful teacher, the forces that ought to be most effective for good become not merely impotent, but positively injurious.

One of the evil results thus attributed to a daily record of work is that it fosters emulation. It seems to me that those who make such a charge totally misunderstand the purpose of the record and the spirit in which it should be made. They seem to speak as if the only purpose of the marks is to pit pupil against pupil, and to designate the victor, in a contest where it is impossible for all to triumph. Nothing can be farther from the truth. The chief purpose of the record is to furnish the pupil with the means of ascertaining, day by day, the degree of success he has attained. It has no necessary reference to any other person. He is simply enabled, by means of the marks, to compare himself with himself. He is pitted against nothing but his former achievement and the subject he is studying. There is no more reason why an unhealthy emulation should be fostered by the record of a recitation than by the teacher's saying 'well done', or pronouncing a lesson imperfect. The marks are only the sentence of approval or disapproval petrified,—the mere remembrance of what has already done all the evil it is capable of doing.

Another objection is that no teacher can mark with perfect accu-

racy, and that, consequently, it is impossible for a system of marking ever to be perfectly just.

In answer, I suggest that the marks are no more unjust than the approval or disapproval of the teacher, for they perfectly accord with such approval or disapproval. And, as will be shown, daily marking gives a result vastly more correct than a single examination, however thorough and long continued. And we may notice that every thoughtful teacher uses many degrees of approbation or the opposite. It is a very inferior instructor that has but two categories, 'right', and 'wrong', for all the performances of his pupils. And if there are, and ought to be, various grades of praise and blame, ought there not to be various grades of numbers to represent them?

But let us look into this matter of the injustice of a pupil's record. Take a school term of ten weeks, or fifty recitations. Suppose every pupil is marked in every recitation — and this should be done whenever it is possible. An error of a unit in a scale of ten would be a large one for an experienced, unbiased and careful teacher. Suppose that, on the first day, such an error is made. Next day the pupil is marked again. Is it probable, with such a teacher as we have specified, that on the second day another error will be made in the same direction and of the same magnitude as the first one? No: the likelihood is that, in the long run, the excesses and deficiencies will counter-balance each other. But, in order that the *term's* record shall vary one unit from the truth, such an error as we have supposed must be made every time the pupil is marked, and in the same direction. I venture to affirm that, under the circumstances named, this result would be impossible.

The term's record is the result of an average. In the case supposed, every error is divided by fifty, and therefore reduced to one-fiftieth of its original bulk. This principle is well understood, and the most important results in practical life are based upon it. In practical mathematics, the engineer, in stead of contenting himself with one measurement of an angle, makes, perhaps, fifty records of its magnitude, and divides their aggregate amount by fifty. He considers that by this average the possibility of error is greatly diminished, and the result made to approximate very near the truth. Thus with a pupil's record for a term. Whatever errors may have been made in single markings, they so dwindle in the division that, for all practical purposes, it may be said the result is free from error. I consider, therefore, that this objection has, in truth, no foundation.

It would seem difficult to contrive a method at once so efficient in its operation and so beneficent in its effects as this of a constant and truthful record. It accords with the soundest philosophy and the most reliable experience. A careful survey of present attainments is always essential to the greatest success in making new ones.

There is no foe so fatal to the extension of our knowledge as vagueness or uncertainty in respect to what is already possessed. Nothing so clearly shows the necessity of moral progress, and so impels to the making of it, as a rigid setting-forth of our present moral state. The man who takes, at each day's close, a calm review of the day's doings, and makes a permanent record thereof, is in the way of great achievements.

But, to be efficient, the practice must be constant and long continued. An occasional paroxysm will do little good. The practice must be persisted in. In school discipline this is vital, essential. Hence the importance of a *daily* record. Students need to be constantly kept in the way. It is idle to think of educating boys and girls by applying to them a severe test once in three months. They need a test whose force shall be daily felt. There must be an examination every day, whose results are carefully recorded. The influence of a quarterly examination, as an educational force, bears the same relation to that of a truthful daily record that a spasm from a galvanic battery bears to the equable pulsations of wholesome life.

Many think that the object aimed at in examining pupils in school is to find out how much they know. For this purpose examinations may be held only at the close of the term. But, as I understand it, this is very little of the object. The chief purpose is to induce them to know more and to be better. And if the examinations whose results are to be recorded are expected to promote this end, they must occur with sufficient frequency to bear upon every working-hour of the day.

Quarterly examinations are proposed by some as a substitute for the daily record. But how many of the alleged evils will thus be avoided? Is the mark given to a pupil on a single examination, for which he has, perhaps, crammed, likely to be more just than the average of fifty marks, dispassionately given for every-day work? Does it appeal to higher motives,—conducted, as it must be, under excitement, with but one grand thought, the desire of success, pressing upon the student,—does it appeal to higher motives than the daily exercise? Who will say that a botanist can get a better and more complete knowledge of a plant from one inspection of it, at maturity, than from many observations made at its various stages of growth? And how much stronger becomes the case when the question is asked of the nurseryman rather than of the botanist,—when the culture of the plant rather than the knowledge of it is the purpose in hand! And the last case only corresponds to that of a mind undergoing training.

The daily record exposes the pupil's deficiencies in time to make a correction of them possible: whereas an examination at the close of the term, however startling its revelations, comes too late for the application of a remedy.

In some quarters the marking system is denounced as 'pedantic'. It is difficult to see the point of this epithet as thus applied. If thoroughness is pedantic; if the most scrupulous exactness and honesty, the most efficient preventive of the deceitful and murderous process known as cramming; if a constant, equable and wholesome incitement to study—an incitement always active but never violent; if a method that exposes the pupil's defects in time for the teacher to correct them;—if these are pedantic, then the 'marking system' is pedantic, but not otherwise.

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## BULBS FOR THE SCHOOL-ROOM.

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BY B. R. CUTTER.

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Now is the time to lay in a stock of bulbs for winter or early spring flowering, and surely there is nothing that looks so pretty and is furnished at so little cost as a lot of bulbs—hyacinths, tulips, narcissus, lilies, etc. For hyacinths procure five- or six-inch pots, and potting soil composed of well-rotted sods or leaves, some old manure, and sand, in about equal parts. Mix or sift well together. Fill the pots with the soil, press down evenly, place the bulb on the top and press about two-thirds of its size into the soil. Water thoroughly, then bury the pots three or four inches deep in some warm sheltered place, or set them away in any cool, shady spot, where they will not freeze or dry up, till the roots come to the sides of the pot, when they may be brought to the light and watered. In a short time they will begin to grow and flower, when they should have a strong light and plenty of water. After flowering the stalk should be cut off, and perhaps other stalks may come up and flower. Then the bulb may be dried off and the next fall set out in the garden.

Tulips and narcissus are treated in the same way, only they do not need so large pots.

Lilies are also treated in the same manner; but large pots must be used, eight- or ten-inch at least. Do not water too freely at first, only enough to keep the soil in the pots moist.

*L. Auratum* is the handsomest and best of all the lilies. It costs from a dollar to a dollar and fifty cents, and will give you from three to ten flowers, of from ten to fifteen inches in diameter, and emitting a most delicious perfume all over the house and out to the street. While in flower it should be kept out of the sun, in order to have the flower last.

## P H O N I C   A N A L Y S I S .

BY PROF. THOMAS METCALF.

WHAT is meant by Phonic Analysis? What claims has the phonic drill on the time of children in the school-room? If these claims are allowed, what should be the aim and what the method?

These questions cover the ground of a few paragraphs to which I earnestly invite the attention of the reader.

The spoken words *a*, *aye*, *ah*, *awe*, *O*, and *oh* consist each of one simple sound. I think of no other word (not even *ay* or *I*) that can not be parted into two or more unlike sounds. It is evident that two sounds are uttered in pronouncing the word *all*, *ate*, or *ode*; three in *late*, and four in *plate*. *Ought* is composed of two sounds, *wrought* of three, and *brought* of four.

Again, it is plain that each of the words just named requires in its utterance but one spring of voice. To pronounce the word *arid* requires two impulses; *area* demands three; *aërial*, four; *individuality*, seven. We call so much of any word as is uttered at one impulse a *syllable*.

In Grammatical Analysis we begin by separating the sentence, if not simple, into its clauses; afterward we explain the office of each word in each clause. So in Phonic Analysis we first part the word, if not a monosyllable, into its separate pulses, and then exhibit the the several elements which it contains. The ultimate purpose of Grammatical Analysis is gained when the pupil, by considering the offices, relations and arrangement of words, has learned how to place words so as fitly to express his own thoughts; and the ultimate purpose of Phonic Analysis is achieved when, by presenting to the pupil for his attentive study and vigorous utterance, singly and combined, the elements which truly compose words, it has enabled him to read and speak without the omission, substitution or insertion of a single sound.

Bad pronunciation, except when due to misplaced accent, falls under one or more of the following heads:

1. *Omission* — as, artic, trav'l, sudd'n, q'otient, gov'nor, tow'l, 'umble, haws (for horse), civil'ty or s'vil'ty, 'xper'ence, Janooary, districk;

2. *Insertion* — as, wunst, ellum, golden (for gold'n), colyum, extraordinary (for extr'ordinary);

3. *Substitution* — as, precizely, mornin, pardner, licorish, caow, lorge (for large), lenth, toon, trewth, audacious, dooz, awf, skule (for school), churful, fawrun, thär, rozzum, pooty, piller (for pillow), deestriet, Jenuary, Febyuary.



Each of the foregoing lists may be extended almost indefinitely. A proud lad of thirteen years said in my hearing, "The pa-am of his ha-and aint ha-af so hawrd as maween"—a fair specimen, I suspect, of the pronunciation of one-third of the youths of Illinois. Probably the boy referred to has never uttered what is called the 'Italian sound of *a*' but has substituted for it, as thousands around us do, the 'broad *a*' (awe) or the reduplication of 'short *a*'.

This corrupt style of utterance, so common among the masses, has even invaded the pulpit, the bar, and the chair of the professor. How is the evil to be corrected? How are any of these evils likely to be greatly lessened, unless a livelier interest in correct pronunciation can be begotten? Without such interest, teachers—for to them must we look to bring the better day—will lack the patience, if not the skill, required to eradicate habits so deeply rooted.

Is it urged that the just delivery of vocal elements, though not a worthless attainment, is properly quite subordinate to skill in geography, arithmetic, and penmanship? He who asserts this will do well to look around him and observe how commonly loose thinking is conjoined with careless speech, and accurate thought with distinct utterance. For myself, I at once suspect the thoroughness of an arithmetician who speaks of hundre'ths or thousan's. The truth is, few things evince clearer thought than a nice observance of representative distinctions; while the habit of noting these distinctions aids the student in discovering real differences.

Or, again, is it believed that a few years of observation among men and of study of the dictionary will eliminate the errors of which we complain? I reply,—Men are not always more accurate in this respect—some times they are less so—than children in the schools; and, secondly, a dictionary can help to true pronunciation only when the 'Key' is in the possession of him who consults it. Probably not one in a hundred of those who receive their education in our common schools ever masters this key. This mastery can not be attained, even by our native children, without the most careful attention to and vigorous drill upon the elementary sounds. But there are multitudes of children of foreign parentage in our schools. What shall be said of these, who while at home hear no tongue but Irish or German?

The number of persons who have narrowly observed and compared the various efforts, successful and otherwise, to teach children of foreign parentage the correct pronunciation of our language is not large. The concurring testimony, however, of the few who have had the patience to make the investigation points to *thorough drill on the phonic elements* as the only means by which to accomplish the herculean task. And is not the conclusion thus stated reasonable? How can the child be led to the habitual fitting of each sound to its authorized place, until he has become familiar with the sounds themselves!

When and how the work shall be begun and how long be continued are questions some times asked.

No child in school is too young to note differences in vocal sounds; hence none is too young to begin to utter and name them. Call it study or drill or both,—call the phonic work one of the fine arts, if you will,—the youngest pupil is not too young to enter upon it. The primal question is, Is the teacher ready to guide him? The ear will not become more susceptible by delay, nor the vocal organs more pliable; while, on the other hand, the evils to be eradicated will become more deeply rooted. Begin, then, with the youngest—not necessarily by putting a book and a pencil into his hands. Rather, gain his attention to two familiar words having one sound in common, as, *tall corn*. By some device (if playfully winning, all the better), lead him to pick out this common sound and to utter it clearly. Let this sound be identified again and again, now in one word, now in another. Afterward you ask the child to listen for the sound while you pronounce two words one of which contains it. If he is sure that he hears the sound, you permit him to shout it.

Perhaps you have had the children listening for *ō*, and shouting it aloud every time you utter it, as you say, "Rose, do go to the door and ask old Bose to come in out of the cold and lie on the floor by the stove." You now turn to the blackboard, and, as you say *ō, ō*, you form neatly 'the shape which is to stand for the merry *o*'. To turn to good account the minutes that would else be given to idleness or mischief, the children may be asked to form *ō*'s on their slates. Before they begin, however, you tell them that they may bring you to-morrow a word which has the sound *ō* in it.

At the next lesson, they are eager to speak the words, stove, door, floor, toe, nose, rose. Even if they have been quite attentive listeners while at home, they will be less likely to bring you the words, coat, colt, bone. Whether they do or not, it will be well for the children to learn how to speak these words correctly—with a full 'long *o*' in each. After a while, the list will have grown quite large. It should embrace many common words, such as stone, toad, throat, home, whole, both, only, bolster, poultry.

After two or three vowels and as many consonants have been thus thought about and practiced upon, one word containing two or more of these sounds may be given, the children being led to tell what the sounds are, and to give each by itself. Let every sound be named; as, 'long *o*', 'long Italian *a*', 'vee', 'ess', and so on. The character to be used in representing the sound should also be associated with the sound and its name.

I think of no study in which representation is more useful than in Phonics. In two ways it is exceedingly valuable: first, the eye is engaged as an ally of the ear, in its effort to individualize the sounds;

and, secondly, the pupil is preparing to interpret and use the Key to his (perhaps yet unpurchased) dictionary. Still other good ends are subserved by this use of the pencil, among which may be mentioned, first, the ready testimony which the slate can thus be made to bear regarding its owner's ability or faithfulness in analyzing the words assigned for a given lesson; secondly, the additional practice it gives him in the analysis; and, thirdly, the fine opportunity it affords for inculcating habits of neatness and order in written work. Here, however, let the teacher be again admonished that the representation of the vocal elements to the eye is only auxiliary to the grand end in view — accuracy in pronunciation.

Attempt but little at first; that little do. Let nothing once done escape for lack of review. Be thorough. One sound perfectly mastered is an investment—a profitable one, too: your pupils will count it an acquisition at first, and, only a little later, you will find it a cumulative force.

Individual peculiarities in pronunciation are some times singularly tenacious: such errors, too, as are called local are almost equally stubborn. Kindness, accuracy and patience on the part of the teacher are requisite to their removal. He should be able to contrast the position of the vocal organs in the correct formation of a given sound with the position allowed them by the erring pupil.

Not individual but common errors should receive most attention from the teacher; and among the latter none call so loudly for correction as those which constitute classes. To illustrate: A pupil is observed to pronounce *on* as if written *awn*. No doubt, then, *song*, *tossed*, *torrid*—in short, almost any word containing an accepted 'short o', will by him be put to like torture. So, too, if he says hă-ănd for *hand*, you need not doubt that *man*, *land*, *back*, and a hundred other words, will suffer in the same way. Every one of the short vowels receives ill treatment whenever the utterance is indolent; and to this general class of errors the teacher's lively attention should be given.

How much time should be given to this drill? It is yet too early to set the bounds to that which, in ninety-nine per cent. of our schools, has not yet begun to be. Nevertheless, to those who are sincerely asking the question, let it be observed that teachers, not unwisely, graduate the amount of time given in other fields by a variety of conditions, not all of which can be foreseen. Their aim is to send forth good grammarians, good arithmeticians, good penmen, and so following. Let us aim no lower here, nor be satisfied with results less obvious, in our labors to send forth those who can utter common words with just regard to good usage.

## THE AUXILIARY VERB.

SUPPOSING that a pupil in grammar has advanced so far that his teacher, or his book, introduces him to the auxiliary verb. He is told that the auxiliary verb helps the principal verb to express its meaning, and he is first, perhaps, presented with the sentence

*I will go.*

He is taught that *will go* is the future tense of the verb *go*; and, although somewhat puzzled by finding that *shall go* means the same, he is pronounced competent to take up another verb, and is introduced to the sentence

*I do go.*

Now, if he reasons at all, he expects another tense. He has been taught before that *will* has no particular force of its own, simply supplements *go*. Of course, then, *do* in the second sentence stands in the same relation. But no, that is a very different thing. *Do go* is the *emphatic form* of the verb *go*. No matter if, when used emphatically, the whole stress come upon *do*, it is a form of the verb *go*. The pupil swallows this, as he can, and is then introduced to the sentence

*I can go.*

Here, of course, analogy suggests to him that this sentence must be like one of the two others; but again he is mistaken. This is the Potential Mode: a very different thing from a tense or a form. This must be learned as a separate fact.

In due time comes up the expression

*I dare go.*

Now this must be like one of the three given above. Either this verb *dare* is a sign of a tense, or it is emphatic, or it is a new mode of *go*, or, at least, it is an auxiliary verb. But our young learner is doomed to be disappointed. He has not yet fathomed the extreme subtlety with which grammarians contrive to make work for the rising generation. "My misguided young friend, that is not at all like any of three sentences already noticed. *Dare* is not an auxiliary of *go*. Verbs that follow *bid*, *dare*, *let*, etc., are in the infinitive without the sign *to*."

Still later the pupil finds such expressions as "I will that all men be free"; "I do my work"; "I dare him to the trial"; and, inquiring into these, learns that there are some verbs which are either principal or auxiliary, according to connection.

Will there not very likely be a muddle in the brain? Is there nothing better to offer to ingenuous youth than this inconsistent variety?

Supposing we teach him nothing about an auxiliary verb, and

treat the verbs *will*, *can* and *do* like any others. And, as he should begin with the sentence, let him be taught that the verbs *will*, *can* and *do* make incomplete assertions, and require something called a complement, or object, to complete their sense, and in the above sentences find that complement in the infinitive *go*. If these sentences are analyzed in full, the grammatical predicate is not *will go*, *can go*, etc., but *will*, *can*, etc. There is no assertion whatever in the verb *go* in any one of the above. The preceding verb makes the assertion, and the infinitive completes it.

Then, in stead of attempting to recognize four entirely different things in four sentences identical in form, the pupil recognizes one simple relation of predicate and object, and, never having heard of an auxiliary verb, does not feel any necessity for the term, and treats the so-called auxiliaries exactly as he does all other verbs.

H. L. B.

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#### CONTINENTAL PRONUNCIATION OF GREEK.

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Will Prof. Boise, or some one else, tell us, when we read of the Continental pronunciation of Greek and Latin, whether we are to understand Continental German, or Continental French, or Italian, or Spanish? Whether we shall give *au*, for example, the German *ow*, or the French *ō*? Whether we shall give Cicero as Tsitsero, or Chichero, or Thithero? Also, how we are to read Greek verse metrically, and follow the written accent?

It would be interesting to know what colleges follow the different systems. Shall we hear from our own state?

Y. S. D.

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HOW TO RETAIN A GOOD FACE.—A correspondent has some good ideas on the importance of mental activity in retaining a good face. He says: "We were speaking of handsome men the other evening, and I was wondering why K. had so lost the beauty for which five years ago he was so famous. 'Oh, it's because he never did any thing,' said B.; 'he never worked, thought, or suffered. You must have the mind chiseling away at the features, if you want handsome middle-aged men.' Since hearing that remark, I have been on the watch to see whether it is generally true; and it is. A handsome man who does nothing but eat and drink grows flabby, and the fine lines of his features are lost; but the hard thinker has an admirable sculptor at work, keeping his fine lines in repair, and constantly going over his face to improve the original design."



## EDITORIAL DEPARTMENT.

## EDITOR'S CHAIR.

THE PRESENT NUMBER.—When our readers have read this number as far as this point, we ask them to note the excellence of its articles. Every one has something which bears directly upon the work of the school-room. No earnest teacher can read them without feeling that he has gained something of value. We ask the reader then to note the variety and value of the remaining contents of the number. Finally, we ask him, after examining the whole, to consider whether the Teacher is not worthy his effort to extend its circulation. It is the intention to make every subscriber feel that it is not only a valuable, but an *indispensable* aid in his work. Will our friends send in the subscriptions?

COST OF SCHOOL-BOOKS.—With the present tendency to increase the number of studies in the schools and to multiply the number of books in almost every series, the cost of school-books is becoming an item quite formidable in the expenditures of very many families. A boy in one of the higher grades in a grammar school needs books which cost from \$5.00 to \$7.00; in the lowest grade, from \$3.00 to \$4.00; and quite low in the primary department, about \$1.50. If these boys all belong in the same family, as may often be the case, there will be an outlay of from \$10.00 to \$12.00 in the one item of school-books for the term, possibly for the year. Considering that the total income of very many families does not exceed \$600.00 a year, with which to pay house-rent and all the cost of living, this expense of school-books is one worthy the attention of those in the management of our schools. It becomes a question for the consideration of school boards whether they will not be extending school privileges to a large and deserving class of community who are now denied them by lack of means, if they shall supply at public expense the text-books for the use of pupils in their schools. By such plan they would be able to diminish by nearly or quite one-half the amount of money paid for books. Where now \$10,000 a year are paid, \$5,000 or \$6,000 would be sufficient, and the saving would be entirely in the pockets of those who can least afford the outlay. The tax would be upon the wealth of society, but the course would be in harmony with the policy of our government. It is considered for the well-being of the state that the people should be educated at its expense. In accordance with this idea, school-houses are built and furnished, teachers are hired, etc. But if, after all, there is a large number who are unable to supply their children with the books which *must be had*, to this class these bountiful provisions are of no avail. Those most in need of culture are still compelled to forego it. The prosperity of the state is, to a certain extent, impaired. The plan referred to is practiced in some of the largest eastern cities, with satisfactory results.

There seems to be something wrong in the method of supply of text-books to public schools. The books in common use are issued by the hundred thousand yearly; each new series is not, oftentimes, very essentially different from previous ones, and is quite largely a compilation from them; yet, with this

kind of labor in preparing them, and these large editions in their publication, their cost is not essentially less than that of works of standard literature issued in editions of from one to five thousand. This is contrary to the general law in political economy, that a large production diminishes the cost of the article produced. It seems wrong that the expense of school-books to the children who use them should be about double the cost of manufacturing them, and nearly double the rates at which the publishers dispose of them in large quantities. Without any design on the part of those in the management of the schools, there is an arbitrary course taken which deprives the community of the opportunity of choice which they have in purchase of all articles for household use. It is decided that text-books must be had and that there shall be uniformity in them. Straightway some enterprising publishing house uses its influence to secure the adoption of its series. A few other houses, of similar ambition, enter the field of competition. It soon becomes evident that the largest amount of pressure will, in the most cases, carry the day. The result is that book-firms of more limited resources, though publishing works of, perhaps, equal merit, are driven from the field; and the strife is carried on between a comparatively small number of houses, with a tendency to monopoly by a still less number. Of course, the expense of carrying on this war is charged upon those who buy the books, and hence it is that the people are compelled to pay tribute to a policy which taxes them still more.

In addition to the remedy already proposed to relieve this difficulty, we will mention one other, which seems feasible and also to promise an important gain besides. The plan has already been adopted by publishers in one or two instances. We refer to the publication of text-books in a more condensed form, both in matter and space. The exceedingly simplified presentation of the topics presented in many of the text-books has not only an enervating effect upon the mind of the pupil, but it is very enfeebling to the mental force of the teacher. It is a multiplication of the means and methods which the poor teacher will not know how to use discreetly, and which the good one will consider of the nature of impediments, in the way of his real work. We believe that any publishing house issuing a series of meritorious school-books, which can be had by the people at a cheaper rate, will present an argument for their general adoption which, of itself, will be more convincing than any other.

Iowa.—At the recent meeting of the State Association, it was recommended that the teachers of the different counties, at their institutes, set aside one evening for the discussion of the subject of a Normal School for the state. The fact that almost every one of the states in the northern half of the country has found it necessary to establish a Normal School—some of them several—is good evidence of their desirability. The intelligence of the people is recognizing the fact that teaching is a business which requires special preparation by those who follow it, as much as the practice of law or medicine.

The teachers of Iowa are taking a step in the right direction, and one which, if determinedly taken, must reach its object. It has been the experience of other states that Normal Schools have originated with the teachers. In fact, it is a necessity that the initiative be taken by them, for they are most interested; and, by public consent, it devolves upon such to take the lead. Let the great mass of the teachers of Iowa make a firm resolve and act accordingly, and we opine that success will crown their efforts. They can do no

greater service to their state or a nobler work for themselves than to secure a school for their own special instruction.

**PROFIT OF EDUCATIONAL JOURNALS.**—There has been so much said of late upon this subject as to justify the belief that there is a mistaken notion about the cost of sustaining an educational journal. An examination of the condition of the various teachers' magazines throughout the country would quickly convince any having such impression of their mistake. Without referring to statistics, we can enumerate at least six state educational journals which have died for want of support within the last few years. Considering that there are now only about a dozen journals in the whole country, this showing is certainly not very favorable to the profit of the enterprise. Some of these receive, regularly, aid from the treasuries of their respective states. The fact is that no editor or publisher of an educational journal—disconnected from any publishing house, where it is used as a means of advertising—has ever grown wealthy by the profits of the business. The impression referred to is based upon the financial success of one or two journals, which popular opinion has magnified to a greater extent than the facts will bear. The Ohio Educational Monthly, than which there is no better journal, is one of these. Alluding to this subject in a late issue, the editor of the Monthly candidly states that the profits of that paper fall far short of compensating for the time and labor expended upon it. He presents to his readers the necessity of a largely-increased circulation or the alternative of a reduced number of pages. And in this alternative he touches the important point. What all these journals need is an increased circulation. There is hardly one of them which is not conducted more from a public spirit for the work than from any expectation of private gain. They are a necessity in the great work of education, and the obligation rests upon all interested in the work to give them their support. Financial aid will add strength and ability to them as it will to a daily newspaper. Men of each political party or religious denomination feel it a duty to support their party or denominational paper. Is there a less duty resting upon teachers to support an educational journal?

**WINTER INSTITUTES.**—The time for holding the annual institute has generally been made to suit the convenience of teachers. When teachers lose their own time while attending the institute, it must, of necessity, meet while they are disengaged. Hence they have been crowded into a few weeks in the spring or autumn months. To this practice there are serious objections. One of the greatest of these grows out of the fact that there are comparatively few men in the state who can conduct an institute with the best results. Many of our institutes accomplish far less good than they should do, from the lack of an efficient conductor. Another objection to the usual custom is the fact that teachers often feel that they can not afford the time and expense necessary to attend them. Hence, frequently, not more than one-fourth of those in the county are present, or perhaps there is no meeting at all. But under the law as enacted last winter these objections are obviated. Now the County Superintendent can hold the institute during the session of the schools, the teachers having permission to close school, meanwhile, for the purpose of attendance, their salary being continued as if school were in session. This arrangement will permit the employment of experienced men to take charge of the exercises.

PROF. BEAL.—The attention of our readers is called to the circular of Prof. Beal in the advertising pages of this number. As a lover of science he is an enthusiast, and as an instructor he has commendations of the most reliable character. He teaches *con amore*. Institutes and societies desiring lectures in Natural History will do well to employ him. He will continue his articles in the Teacher.

#### PERSONAL ITEMS.

GEORGE D. BROOMELL, Esq., Principal of the Haven School, Chicago, has been elected Assistant to Hon. J. L. Pickard, City Superintendent of Schools. Mr. Broomell is thoroughly familiar with the school system of the city and the course of study. In his selection the Board have taken one of their most successful and conscientious teachers to do duty where such a man was much needed.

W. H. BRYDGES, recently of the Soldiers' College at Fulton, takes charge of the schools in Tiskilwa, Bureau county. With a population of only 1500, Tiskilwa has erected a building costing \$35,000, and furnished it according to the most approved plans.

A. J. ANDERSON, formerly of this state, is Principal of the Tualitin Academy, Forest Grove, Oregon.

GEORGE T. WOODWARD, Esq., of Stillwater, Minn., has accepted a position in the schools of DeKalb in this state. The Minnesota Teacher says of him, "His loss from our list of active and skillful teachers will be felt and regretted by a large circle of friends in the profession."

MR. WELLS A. BEMIS, late Superintendent of Schools in Davenport, Iowa, has accepted the same position in the schools of Rock Island, in this state. Of Mr. Bemis the Davenport Gazette says "Mr. Bemis has been in the Davenport schools more than five years: three years as principal of Grammar School No. 3, and two and a half years as City Superintendent. He has also been actively identified with the educational work of the state as a member of the Executive Committee of the State Teachers' Association, editor of the School Journal, etc. Mr. Bemis also took a very active part in forwarding, if indeed he did not originate, the movement which led to the founding of the Iowa State Reform School. During the connection of Mr. Bemis with our schools several important improvements were successfully introduced. Among these we may mention the opening of evening schools, long taught by Mr. B. alone; the teaching of penmanship made a specialty in the employment of Mr. Pratt, whose first quarter's salary was paid by Mr. B. himself, in order that the board might see the plan tested without cost. The visits made by Mr. B. to eastern schools, and the resulting aid he gave in preparing the plan for the East and West Davenport School-houses, deserve mention also."

#### THE ILLINOIS STATE ASSOCIATION OF COUNTY SUPERINTENDENTS OF SCHOOLS

Met in the Court-House of Jacksonville, at 10 o'clock A.M., on Tuesday, October 12th, 1869,—Newton Bateman, Sup't of Public Instruction, President, in the chair.

Rev. Thos. W. Hynes, Sup't of Bond Co., then offered prayer.

E. L. Wells, Sup't of Ogle Co., was elected Recording Secretary, and J. P. Slade, Sup't of St. Clair Co., Railroad Secretary.

The President then read letters from Superintendents of Railroads, in relation to the returning of members free or at reduced rates of fare upon their respective roads. He also read a letter from C. T. Wilbur, Sup't of the Experimental School for Idiots and Feeble-Minded Children, inviting the Association to visit that institution.

Samuel M. Martin, Sup't of Morgan Co., for Dr. McFarland, Sup't of the Illinois State Hospital for the Insane, invited the Association to visit that institution.

E. L. Wells, after reading a paper entitled *Suggestions to the Illinois State Association of County Superintendents of Schools*, reported, as Chairman of a Committee appointed at the last meeting of the Association, a Constitution, which, with one addition, was adopted, as follows:

#### CONSTITUTION.

1. This Association shall be called "The Illinois State Association of County Superintendents of Schools."

2. This Association shall hold its meetings annually.

3. This Association shall consist of the State and County Superintendents of Illinois, —each member signing this Constitution and paying one dollar annually into the treasury of this Association, when present at its meetings.

4. Past State and County Superintendents of Illinois shall be considered Honorary Members of this Association.

5. State and County Superintendents of other states, and any other persons, may be elected Honorary Members of this Association by a two-thirds vote of the members present at any annual meeting.

6. Honorary Members may participate in the debates of this Association, but shall not be entitled to vote, or hold any of its offices.

7. The officers of this Association shall consist of a President, who shall be the State Superintendent; also, a Recording Secretary, and an Executive Committee of three, the chairman of which shall be the Treasurer of the Association.

8. All officers shall be elected annually, on the last day of each meeting, and shall hold their respective offices until the close of the next annual meeting, or until their successors are elected.

9. All vacancies in offices shall be filled by appointments made by the State Superintendent.

10. All officers shall be elected by ballot, except when otherwise ordered by the Association,—a majority of votes electing.

11. The duties of the President and Recording Secretary shall be the same as usually devolve upon such officers.

12. It shall be the duty of the Executive Committee elected at any annual meeting to prepare, with the advice of the State Superintendent, a programme for the next annual meeting, and to make all necessary arrangements to have such meeting an interesting and profitable one to the members of the Association.

13. It shall be the duty of the Treasurer to receive the membership fees, to disburse the same on the order of the Executive Committee, and to make an annual report to the Association of the condition of the finances.

14. This Constitution may be altered or amended by a vote of two-thirds of the members present at any annual meeting of the Association.

*Superintendents present upon roll-call, with counties.*—Seth W. Grammer, Adams; L. P. Butler, Alexander; Rev. Thomas W. Hynes, Bond; Rev. Albert Ethridge, Bureau; T. R. Leal, Champaign; John F. Eberhart, Cook; Stephen F. Corrington, Greene; George W. Batchelder, Hancock; A. K. Henney, Henry; James M. Pace, Jefferson; Geo. W. Pepoon, Jo Daviess; W. S. Coy, Kendall; J. M. Day, LaSalle; James H. Preston, Lee; J. W. Van Cleave, Madison; H. H. Moose, Mason; Daniel Wilkins, McLean; Samuel M. Martin, Morgan; E. L. Wells, Ogle; M. M. Sturgeon, Rock Island; F. F. Johnson, Saline; O. S. Webster, Sangamon; B. G. Hall, Stark; James P. Slade, St. Clair; Alfred A. Crary, Stephenson; A. C. Hillman, Washington; Dwight Haven, Will.

The invitations of Doctors Wilbur and McFarland were accepted, with thanks.

Adjourned at 11 o'clock, to visit the Experimental School for Idiots and Feeble-Minded Children.



Dr. Wilbur made this visit very satisfactory to the Superintendents present. Let this institution, for humanity's sake, be permanently endowed and provision made for the happiness and education for self-maintenance of these unfortunate children of our state. Only think! 2500 such ones in Illinois, 320 applications already for admittance into this school, and the state providing accommodations for but 60, and this provision but a temporary one.

## TUESDAY AFTERNOON SESSION.

Met at 2 o'clock, and adjourned to visit the Illinois State Hospital for the Insane.

The Superintendents were politely shown, by Dr. McFarland, through a score of the wards of the building, and returned more thankful than ever before for reason.

Convened at Court-House at 4 o'clock.

George W. Batchelder, Sup't of Hancock county, read a paper entitled *Primary Instruction: What should be its Aim?* The central point of the paper was that Primary Instruction should aim to assist nature; also, that it should prepare the foundation in the young mind for the erection upon it of a noble educational structure.

As the papers read before the Association will be published in the Teacher, comments upon them are brief.

The President earnestly spoke of the study of *Vocal Music* in our public schools as a necessity, rather than as an accomplishment. He introduced to the members Dr. C. C. Miller, of Chicago, who showed them how simply and easily the little children of our schools can be taught vocal music.

The President then asked Prof. J. B. Turner, of Jacksonville, to address the Association. He did so, with an earnest eloquence, upon the thought that the intellect should not be educated to the neglect of two more important faculties — the emotions and the will.

The President announced that Dr. Philip G. Gillette, Sup't of the Illinois State Institution for the Education of the Deaf and Dumb, had invited the Association to visit his school at 8 o'clock on Wednesday morning. Invitation accepted, and thanks returned.

Prof. I. Wilkinson, Sup't of Jacksonville Public Schools, invited the Superintendents to visit said schools. Thanks returned.

Adjourned.

## TUESDAY EVENING SESSION.

Song — *O soft sleep the hills*, by Dr. Miller.

Address by Dr. J. A. Sewall, Professor in the Illinois State Normal University. A very entertaining and instructive lecture upon the subject *The Leaf*. 1. Powerful causes are frequently hidden. 2. The Leaf as a worker, lifting water and earthy matter. 3. The Leaf as an analytical chemist. 4. The Leaf as food and clothing. 5. The Leaf as a teacher. This lecture should be given in every county in the state.

Song — *If papa were only ready*, by Dr. Miller.

Adjourned.

## WEDNESDAY FORENOON SESSION.

First, a visit to the State Institution for the Instruction of the Deaf and Dumb, where, through the kindness of Dr. Gillette, the members of the Association were shown the wonderful effect of patient teaching, by which a

former deaf-mute can articulate, as well as read, write, and become well acquainted with many other branches of study and of industry.

Met at Court-House at 10 o'clock.

Prayer by Rev. Thos W. Hynes.

Minutes of yesterday read and approved.

President read a letter from Stephen K. Hatfield, Sup't of Tazewell Co., excusing himself for non-attendance at the meeting. Also one from S. H. White, Principal of the Peoria County Normal School, from which are taken the following extracts:

Should any question arise concerning County Normal Schools, it may be acceptable to know that the one here is fully organized under the Act. The Board of Supervisors elected a Board of Education in September. The number of pupils at present is 36, with one training-room. My training-teacher and myself are the only teachers employed. We are much cramped by lack of another teacher, but labor on, feeling that something is done.

Should your Association desire to publish the minutes of its meeting in the Illinois Teacher, of course its pages are at their disposal.

President named as Committee on Resolutions—Hynes, Corrington, Day, Wilkins, and Crary.

Honorary Members elected: S. F. Hall, Camp Point; F. W. Livingston, Keithsburg; Dr. J. A. Sewall, Normal; Dr. C. C. Miller, Chicago; H. C. Watson, Springfield; Rev. W. C. Merritt, Hancock Co.; I. Wilkinson, W. H. DeMotte, Prof. J. B. Turner, President Sturtevant, Prof. A. C. Williams, Edward Dunn, and Wm. H. Barnes, of Jacksonville.

Dr. Bateman read an able paper upon the late *Amendments of the School-Law*. This paper will soon be printed by its author, and sent to all the County Superintendents of the state. It was fully discussed by many of the Superintendents, with much interest and profit.

Voted to adjourn this meeting at the close of this evening's session.

Rock Island was selected as the place of the next meeting.

J. P. Slade was elected Treasurer *pro tem*.

Adjourned.

#### WEDNESDAY AFTERNOON SESSION.

Met at 2 o'clock.

President read a letter from Byron L. Carr, Sup't of Lake Co., containing excuse for non-attendance. Also, a letter from Col. M. Schaffer, of Salem, one of the Committee of the Legislature to revise the Statutes of the State of Illinois. This letter contained strong points of revision for the welfare of our Common-School System. It was discussed by the President, and then referred to the Committee on Resolutions.

The President next read, and commented upon, certain special acts of our last state legislature, affecting the school workings of 14 counties of the state. Strong grounds were taken by Wilkins, Ethridge, Eberhart, and others, against some of the features of the said special acts. Should any one wish to read them, let him see Public Laws of Ill. 1868, pages 179, 180, 181, 182, 396, and 398.

T. R. Leal, Sup't of Champaign Co., gave an earnest and convincing appeal for the better *Ventilation of our Public-School Rooms*. Remarks were made on the subject by Wilkinson, Turner, Bateman, and others.

Samuel M. Martin, Sup't of Morgan Co., read a paper written by Hugh Moore, Sup't of Marion Co.: subject—*Moral and Religious Instruction in our Common Schools*.

Voted to request this paper, and also the papers of Sup'ts Batchelder and Leal, for publication in the Illinois Teacher.

Song—*The Rock that is higher than I*, by Dr. Miller.

The President, on vote of the Association, appointed as Committee on Nominations—Crary, Eberhart, and Pace.

Said committee reported: For Secretary—E. L. Wells; for Executive Committee—Albert Ethridge, James P. Slade, Samuel M. Martin. Said nominees were elected officers for the following year. The State Superintendent is, *ex officio*, President, and the Chairman of the Executive Committee is, *ex officio*, Treasurer.

#### BY-LAWS ADOPTED.

1. The Meetings of this Association shall commence on the second Tuesday of October annually.

2. At each meeting of the Association, when necessary, there shall be appointed a Railroad Secretary.

The President, on motion, appointed Wells, Sturgeon, and Moose, as a Committee on Method of Establishing and Organizing County Normal Schools, to report at next meeting.

The remainder of the afternoon session was occupied by Superintendents in stating the condition of the schools in their respective counties. Valuable information, as well as interesting, was brought out in this experience meeting.  
Adjourned.

#### WEDNESDAY EVENING SESSION.

The Committee on Resolutions reported the following, which were adopted:

1. *Resolved*, That it is the earnest and decided conviction of this Association that the approaching Constitutional Convention should embody in the organic law of the state a special and separate article entitled *Education*; and that this article should carefully and effectually embrace the following principles:—

(1) The obligatory and permanent continuance of the Department of Education, with endowments and powers so liberal as to give it all necessary efficiency.

(2) The duty of the state, through its legislative department, to provide for the education of all the people by means of taxes to be levied upon the whole property of the state.

(3) Adequate provision for the perpetual security and productiveness of all the public school funds, and of all future additions to them, so as for ever to guard against their loss or perversion.

(4) A clause expressly prohibiting any legislation that would allow the use or appropriation of the public school funds by any sect or party in church or state, or for the support of the schools of any such sect or party.

2. *Resolved*, That the matter of revising and changing the School-Law is one of such importance that it should be undertaken only after the most patient, deliberate and mature consideration, and, in the judgment of this Association, after careful and general consultation with the friends of the present excellent law, and of the free-school system; and that this Association would especially deprecate the attempt by our legislature, or by the commissioners for the revision of our statutes, hastily to introduce any modifications or changes of the present law.

3. *Resolved*, That this Association is not prepared to express its judgment as to changes in the details or provisions of the School-Law, any farther than to reaffirm its conviction, heretofore and often declared, that the present district system should be abolished and the Township School system substituted for it.

4. *Resolved*, That we have heard, with painful emotion and the most sincere regret, of the passage of certain acts by the last legislature of this state, whereby the reasonable and just compensation of some of the County Superintendents has been diminished or abolished, inequalities have been established among the counties of the state, and the cause of popular education in these counties thereby materially retarded.

5. *Resolved*, That Physiology and the principles of our Civil Government should be recognized as branches to be taught in our public schools.

6. *Resolved*, That the school year should begin with the first Monday in April, and that all statistical reports should embrace the whole preceding year, and be made as early thereafter as may be practicable.

7. *Resolved*, That this Association has been much gratified in their visits to the institutions for the Insane, the Deaf and Dumb, and the Feeble-Minded; that we hereby record the pleasure with which we have witnessed their prosperity and successful management, and that we especially commend the last-named of these institutions to the liberal endowment, support and confidence of the people and legislature of the state, believing that, while it has been called an experiment, it is so far a success as to justify its taking rank among our noble and beneficent institutions.

8. *Resolved*, That the thanks of the Association are due and hereby tendered to the County Court of the County of Morgan, for their courtesy in opening for our sessions their new and beautiful Court-House, and also to Mr. Martin, the Superintendent of this county, for the arrangements made for our comfort in this annual meeting.

9. *Resolved*, That we have listened with sincere gratification to the addresses of the gentlemen who have, by the several practical and important subjects discussed before us, added so much to the interest and profit of our meeting, and that we request the publication of these addresses in such form as the Secretary of the Association may judge best.

10. *Resolved*, That we tender our thanks to our President, Hon. N. Bateman, for the exposition of the School-Law which he has so freely given us, and for the able manner with which he has presided during the sessions of the Association; and also to our Secretaries, for the faithfulness with which they have discharged their duties.

11. *Resolved*, That the thanks of this body are hereby tendered to Prof. Sewall and President Sturtevant, for their able and interesting lectures, and that we respectfully ask that they will furnish them for publication; also, that we thank Dr. Miller for his fine entertainment of music during our sessions.

12. *Resolved*, That we gratefully acknowledge the liberality and courtesy of the several railroad companies that have reduced the fare of members attending this meeting, viz., The Toledo, Wabash and Western; the Chicago, Alton and St. Louis; the Illinois Central; and the Chicago, Burlington and Quincy.

13. *Resolved*, That we tender our cordial thanks to the hotels of this city, which have so comfortably and liberally entertained us during our very pleasant stay here.

THOS. W. HYNES,	} Committee.
S. F. CORRINGTON,	
J. M. DAY,	
D. WILKINS,	
A. A. CRARY,	

The following resolutions were also adopted:

*Resolved*, That we not only recognize and highly appreciate the labors of our worthy State Superintendent in the cause of education, but we would deprecate any cause that should remove him from his present position.

*Resolved*, That we tender to Col. M. Schaffer, one of the commissioners appointed by the legislature to revise the laws of Illinois, our thanks for his interest in the cause of education in this state, as manifested through his communication to this body.

*Resolved*, That the Rudiments of Vocal Music should be taught in our common schools.

The Address of President Sturtevant was worthy of that distinguished man. Two forces at educational work: 1. The Public Schools; 2. The Colleges. How can these forces work for the greatest advantage of the state? The state should give, and is the only power that can give, an elementary education to every child of the state. The proposition to give parts of Public School Funds to sects or parties should be rejected with indignation. Collegiate or University Education will and must be sustained by voluntary contributions. It is possible for a State University to be established, in which the state might disburse all of the funds it provides, and to which the contributions of individuals might be given. We must all do our respective parts in the work, with love of country and love of right.

The music of the evening was a Song—*Rocked in the cradle of the deep*, by Prof. Williams, of Jacksonville, and a Patriotic Song by the Association, led by Dr. Miller.

Adjourned to meet in Rock Island on the Second Tuesday of October, 1870.

E. L. WELLS, Secretary.

#### OBITUARY.

DIED.—In a private letter, under date of October 2d, the senior editor writes, "My little baby boy—MELVILLE HENRY, aged five months and twenty-four days—was called home last Wednesday, after an illness of between two and three weeks."

"Called home." Words which are ever suggestive of pleasant thoughts to those who have laid their dear ones tenderly away to their rest. We miss the childish prattle here, but we think of the children's music in the better world,

and become reconciled to the loss. Prof. Baker and family will have the heartfelt sympathy of the readers of the Teacher in their affliction.

— In Oquawka, Henderson county, Illinois, on Wednesday, Sept. 15th, JOHN A. SUMMERS, County Superintendent of Schools, aged 38 years 2 months and 15 days.

## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

NOTES FROM CHICAGO.—These notes have been taking a long vacation, but are now ready to report for duty. The city schools are again under full headway. Some few changes have occurred. Mr. Dewey, who has for a long time filled the Greek Chair in the High School, has resigned, to engage in insurance business—the schoolmaster's refuge. Mr. Cate succeeds to the chair thus vacated. G. D. Broomell, of the Haven, has been elected Assistant Superintendent—an office just created at the request of Sup't Pickard, whose duties had become too multitudinous for one man to perform. Mr. Broomell's election to this office gives the fullest satisfaction to all the teachers. He is a modest unassuming *gentleman*, and a thorough practical teacher. Mr. Lewis, having served an honorable apprenticeship at the Dearborn, succeeds Mr. Broomell at the Haven, and Mr. A. M. Brooks, of Springfield, has entered upon the duties of Principal of the Dearborn.....Our schools open with a membership of about 25,000 pupils and a corps of 400 teachers. Several hundred children are excluded, as usual, for want of room. In several schools half-day divisions have been opened to relieve the pressure. A new Independent Primary is to be opened Nov. 1st, to relieve the Newberry, which now has a membership of 1600.....*Institutes*.—How shall our Institutes be carried on this year? was the first question that met us on the opening of the school year. The Superintendent called a meeting of the Principals in September, when the following plan was agreed upon: 1st, To hold a general monthly institute in each division of the city during the Fall term, the same to be under the direction of the Principals of the three city divisions respectively. The South-Side Institute is to meet at the Haven School, that of the North Side at the Ogden, and that of the West Side at the Skinner. Attendance upon these institutes is made compulsory for the teachers in their own sections of the city only; though the meetings are held upon different Saturdays, thus affording an opportunity for a general attendance to those who choose this kind of recreation. 2d, A series of six lectures on scientific subjects is to be arranged for the Winter term. 3d, A Principals' Institute or Association was organized, with Sup't Pickard as presiding officer, which is to be *the* institute of the year, holding its meetings at the Board-of-Education rooms, 76 LaSalle St., on the second Saturday of each school month. These meetings are for mutual consultation, for comparing methods in teaching and discipline, and for discussing such practical questions as may arise, and of necessity *must* arise, in the actual experience of conducting our school operations. Teachers and friends of education from the country or from other cities are most cordially invited to attend these meetings. At the October meeting of this Association the question of 'Marking pupils for Promotion', proposed by Mr. Slocum, of the Moseley, was discussed at length. Mr. Slocum stated, as his reason for



presenting this topic, the fact that pupils going from one school to another upon a transfer-card were often placed in a higher or lower grade than the class indicated by the card. The points of dispute were whether pupils should be promoted on a general average of all the studies, or be required to reach a certain fixed average in every study. Mr. Cutter, of the Washington, advocated the general-average plan. He thought it impossible to drag all pupils through the same hole; that some soils were only fit to raise beans, and it was a loss of time, labor, and money, to attempt to reap choice fruits and flowers from such soils. He himself could never learn to preside with the dignity of Sup't Pickard, or string rhymes like Brother Mahoney; so, if a boy excelled in Reading, Spelling, and Geography, he should have due credit, though he were unable to master Arithmetic. Mr. Belfield, of the Dore, advocated a fixed average for every study. He had practiced that plan in his own school, and found that he obtained better results than with the general-average plan. Mr. Peabody, of the High School, argued in favor of a fixed standard for all the studies. If a child disliked a study, let him have special drill in that study. Children should do something in and should know something about every branch of study. He thought the secret of pupils' dislike for certain studies often lay in the inefficiency of teachers. Mr. Baker and several other principals were in favor of a general average, but with a minimum average for all the studies, below which pupils should not be promoted. After the discussion, a vote was taken upon the three systems, with the following result: for general average, 4; for fixed average for each study, 2; for general average with a minimum per cent. for each study, 18. A committee, consisting of Messrs. Broomell, Sabin, and Belfield, was appointed to devise a plan by which we may have a uniform system of marking, and report the same at the next meeting.....*Evening Schools* in seven school-buildings are in successful operation, with an attendance of over 1200.....A. G. Lane, of the Franklin, is the candidate for School Superintendent for Cook county on the Citizens' Ticket, and O. W. Herrick, the well-known school-book agent, is on the Regular ticket for the same office. They are both good men for the place. Lane is an energetic fellow and a thorough teacher. Herrick, from long acquaintance, understands the school system of the state thoroughly. The county is sure of a good man, whichever ticket is elected. ....Accept my hearty congratulations on the early and prompt appearance of the Teacher since August.

**INDUSTRIAL UNIVERSITY.**—Dr. Gregory, the Regent, has established prizes of thirty and twenty dollars, respectively, to the students who pass the best and second best examinations for admission to the Agricultural Department of the University; and the same also to the two highest candidates for admission to the Mechanical Department. The examination is confined to the studies taught in the common schools.

**MARENGO.**—The public school of this place is occupying a fine new structure, erected and completed at a cost of \$20,000. The school numbers 300 pupils, and is in charge of Mr. S. Bogardus, with a corps of six assistants. Mr. B. is a graduate of the Normal University, and knows how to keep a good school.

**NORMAL.**—The catalogue of the August Institute has been issued. The whole attendance was 291, of which 147 were ladies, and 144 gentlemen. Fifty-five counties, and seven states outside of Illinois, were represented.

PEORIA.—At a meeting of the Board of Supervisors in September, the Peoria County Normal School was organized under the act passed at the last session of the legislature. The Board of Education consists of six members besides the Chairman of the Board of Supervisors and the County Superintendent. The school has now about 40 pupils.....Under the active supervision of J. E. Dow, Esq., the public schools of the city are fast improving. By the introduction of systematic management and instruction, the amount of effective labor has been greatly increased. At the Monthly Institute 'The Use of Slate in Primary Classes' and 'Advantages of Written Examinations' were subjects for discussion.

CRAWFORD COUNTY.—A three-days session of the *County Institute* was held at Robinson, during the last week of August. The attendance was much larger than at any previous session, there being 75 teachers present. A proportionate increase of interest was manifest. The exercises were conducted by the leading teachers of the county, under charge of County Superintendent George N. Parker. The Institute appointed a committee to urge upon the Board of Supervisors the necessity of organizing a County Normal School.

MCDONOUGH COUNTY.—Educational matters in this county are in a condition of healthy activity. Sup't D. Branch held, during the summer vacation, a short term for teachers, at which 110 were present. Persons having charge of the several departments were D. Branch, in *Reading, Spelling, Phonic Analysis*, and *U. S. History*; Mrs. S. F. W. Branch, in *Arithmetic* and *English Grammar*; in *Geography*, Miss Mary Pillsbury; in *Penmanship*, Mr. Maxwell Kennedy; in *Vocal Music*, Prof. Z. N. Parvin; in *Primary Instruction*, Miss Amanda Cartwright.....The *Teachers' Institute* for the county will open at Bushnell Nov. 22d, and continue one week.

OGLE COUNTY Teachers' Institute was held at Oregon, Aug. 31-Sept. 3. The attendance was very large, numbering over 200. Profs. Sewall and Metcalf, of Normal, were present, interesting the institute by various exercises during the day and lecturing in the evening. Prof. Sewall's exercises in *Botany* illustrated very nicely that Botany can be taught in our common schools as well as any other branch. A good general exercise might be very profitable every day during the summer term. The teachers of Ogle county will not soon forget his exercises on the *Geography of the Alps* and of our own state. The thoughts suggested in both of these were of real worth to all. Prof. Metcalf gave us some valuable thoughts on *Phonics*, as well as a good drill. His exercise in *Arithmetic* will be of great benefit to the teachers present. The aliquot parts of 100 were learned, and examples wrought very easily which would require much more time by the old methods. This one thing, if practiced by the teachers of Ogle county, will more than pay for the whole expense of the institute. Prof. Metcalf's energy and enthusiasm, together with his gentlemanly manner, had an excellent influence on the teachers. Exercises were conducted in *Grammar*, by Messrs. Thorpe and Glenn; in *History*, by A. J. Blanchard; and on *School Management*, by P. R. Walker; each of whom are teachers in our graded schools. Prof. Sewall delivered an able lecture on *The Leaf*. Prof. Metcalf's subject was *Honest Scholars and Honest Teachers*. He raised the standard of honesty far above the *general opinion*, and showed how dishonest teaching might be avoided. He spoke of the good influence of honest teaching in after years. His address was replete with truths for teachers to

study and practice. Hon. Newton Bateman's subject was *Our Public Schools*. This was a logical and powerful argument for our school system. Pres. Edwards lectured on *Scholarship a Means, and not an End*. The question of a County Normal School came in for its share of attention. The teachers of Ogle county are awake: 75 teachers, by a rising vote, said they would attend such school, if established. The usual resolutions of thanks, etc., were passed. The Illinois Teacher was not forgotten: 34 subscriptions were received.

P. R. WALKER.

#### FROM ABROAD.

THE IOWA STATE TEACHERS' ASSOCIATION assembled at Marshalltown, Aug. 24th.

According to previous call, the *Convention of County and City Superintendents and Principals of High Schools* was held in the afternoon. The session was devoted to the consideration of *The Importance of Township and City High Schools*; also, of *The Feasibility of framing a Uniform Course of Study for the same*. It was generally admitted that the high school should form a part of the free-school system; it was also admitted, and greatly deplored, that many so-called high schools fall far below the proper standard of excellence. In regard to the practicability of adopting a uniform curriculum of study, a spirited discussion arose. So much interest was developed that the subject was referred to a committee, whose report was subsequently made to the Association proper.

The evening was devoted by the Executive Committee to a *Réunion Sociale*, the aim being to facilitate business by first promoting a more general acquaintance among the teachers.

On Wednesday, Aug. 25th, at 9 A.M., began the formal business of the Association.

Prof. H. B. Edson was elected President *pro tem*. Mayor Parker then welcomed the Association to the city, and was responded to by the President. As too frequently occurs, those who were 'on the slate' to deliver addresses failed to enter an appearance, and the forenoon was devoted to general business.

2 P.M., Prof. Allen, of the State University, gave a highly-interesting account of the proceedings of the National Teachers' Association. 2.30, Prof. S. N. Fellows, Chairman of Committee on *Normal Schools*, read a brief but able paper on the history and necessity of such schools, and reported the following resolutions:

1. That at least one Normal School should be established, at some eligible point in the state, whose pupils, with a brief course of instruction, may either enter upon rank-and-file labor, or pass to the Normal Department of the State University, to fit themselves for larger fields of usefulness. 2. That the legislature be asked to appropriate \$3000 to add to the facilities of the Normal Department of the University. 3. That a committee be appointed to memorialize the legislature in behalf of the said Normal School and appropriation.

The report was adopted, though not without a sharp canvassing of its merit.

7.30 P.M., Miss Jennie Cleaves, of Davenport, read an essay, replete with beautiful thought and graceful expression: subject—*Speak to the Earth, and it will teach thee*. Prof. A. S. Welch, Pres't of Iowa Agricultural College, followed, with an address on *Nature the Teachers' Guide*. He remarked that, to secure physical growth, we follow methods plainly indicated by nature, and maintained that in the operations of the mind the proper methods of securing mental growth are just as plainly indicated. Proceeding to substan-

tiate this, the speaker did ample justice to his subject, and to his reputation as an educator.

Aug. 26th, 9 A.M., The Committee on High Schools reported as follows:

1. *Resolved*, That township and city high schools are an indispensable part of our free-school system; 2. *Resolved*, That it is expedient to have a uniform course of study for the same.

To carry out the latter resolution, the report recommended the appointment of a committee of teachers experienced in graded schools. A warm debate ensued, participated in by Beach, Hamill, Witter, Edson, Col. Cooper, Ex-Lieut.-Gov. Scott, and others: the heat of the discussion, however, was confined to the question as to the composition of the curriculum. There were not wanting those who would make every thing subordinate to the classics; but the majority, more practical in their views, maintained that there should be elective departments of study—scientific, classic, etc.,—and that the high schools should be a connecting link between the common schools and the University. The report was finally adopted, and the elaboration of the course intrusted to a committee of nine, whose conclusions are to be announced by circular to the teachers of the state. 10.30, J. R. Stewart, Sup't of Schools, Tama Co., read a capital paper on *County Superintendency*. He spoke from long experience, and thoroughly discussed the subjects of qualifications, duties, compensation, and the political chicanery that so often throws interests of so great magnitude into the hands of totally incompetent men. 11.30, Prof. Parvin, chairman of the committee appointed for that purpose, reported resolutions of respect to the memory of the late Sup't Wells, recommending that memorial services be held at 2 P.M. by the Association. Report adopted.

2 P.M., The memorial services were opened with prayer and singing. A concise history of Sup't Wells's connection with the educational interests of the state was given by Prof. Parvin, and followed with eulogies by Prof. Fellows, Sup't A. S. Kissell, and others. The Association then closed its session.

The proceedings throughout were marked with earnestness and cordial good will. Number in attendance, about 400. H.

BOSTON.—The present high, grammar and primary school-houses, with the land on which they stand, cost the city originally about four millions of dollars, and the repairs amounted to nearly two hundred thousand dollars last year. The fuel to heat the same cost \$22,903.72. In 1858-'59 the number of scholars was 25,453, and the salaries of teachers amounted to a total of \$268,668.27, or \$10.56 per scholar. The incidental expenses were \$86,098.21, or \$3.38 per scholar, making a total of \$13.87 for each pupil. In 1868-'69 the number of pupils had increased to 33,994, and the total rate has also increased so that it amounts to \$28.00 per scholar. The annexation of Roxbury increased the number of pupils, but the rate per pupil in that city prior to annexation was about the same as in Boston. Including the annual cost of school-houses, the city expends about forty dollars for every pupil attending a public school, and this does not include the interest on the original cost of the houses. The total expenditures for public schools have increased in ten years from \$459,952.90 to \$1,329,287.78. It will therefore be apparent that if the rising generation is not well educated it will be no fault of the citizens. The boys and girls who are thus provided for certainly owe a debt of gratitude to the liberality of the people who pay so large an amount to enable them to acquire an education which qualifies them for the positions they are to occupy in life. \$719,628.04 were paid in salaries, and to this should be added \$18,570.33 paid as salaries to

the officers of the School Committee.....The Latin, English and Girls' High and Normal Schools in this city have an average of 299 scholars each, which it costs the city, on the average, \$105.33 each to educate. The 23 grammar schools have an average of 666 pupils each, which it costs the city, on the average, \$32.86 to educate.....Fred. Winslow, a Boston boy, took the highest honors, Aug. 7, at Heidelberg University.

INDIANA.—The *State Normal School* at Terre Haute will be opened on the first of January next. A preliminary Normal Institute will be held from Nov. 24th to Dec. 22d. The faculty of the school, as far as they have been selected, are, J. M. Olcott, A. M., Professor of Mathematics; R. S. Bosworth, A. M., Professor of Natural Sciences; Miss Olivia Meiley, Professor of English Language and Literature; Miss Ruth Morris, Principal of the Model Training-School. Prof. Olcott has, for several years, been Superintendent of Schools in Terre Haute, and is one of the most successful and devoted educators in the country; Prof. Bosworth and Miss Meiley are also engaged in the work at the same place. Miss Morris is at present teaching in Indianapolis.

MICHIGAN.—In twenty of the largest cities and towns of the state, the average salaries of female teachers vary from \$317 to \$436 per annum; the lowest salaries, from \$250 to \$400.....The *Michigan Teacher* will hereafter be published at Adrian. Its principal editor, Wm. H. Payne, with eleven other teachers, resigned their positions in the Ypsilanti Union School at the close of the year.....Duane Doty has been again reelected Superintendent of the Detroit Schools.....The *State Normal School* had, the past year, an attendance of 342 pupils in the Normal Department.

MINNESOTA.—The *Convention of County Superintendents* express it as their opinion that their own offices and that of State Superintendent should be filled by appointment, and not by popular choice.....The meeting of the *State Teachers' Association* in August was attended by about two hundred teachers. ....The *Teacher* entered upon its third volume with the September number. From what was considered a doubtful experiment, it has grown to be a decided success and an agency for great good in the educational work. It should be read by every teacher in the state.....The *Third State Normal School* opened Sept. 12, with about 40 pupils in the Normal department, more, even, "than the friends of the school have dared to hope for." Prof. Ira Moore, one of the Faculty at the organization of the State University at Normal, is its Principal.....Col. W. W. Folwell, of Kenyon College, has been elected President of the *State University*, with a salary of \$2,000.

MISSOURI.—The report of Hon. T. A. Parker, Superintendent of Public Instruction, for the year 1868 contains a very encouraging statement of the condition of the common schools of the state. In every department there is an awakening to new life. The report says, "Our conclusion, from extensive observations, is that no where on the continent is there more general and intelligent interest shown in the subject of popular education than in this state, with some localities excepted, but which can not be mentioned without offense." It urges the legislature to complete the system of education by establishing Normal Schools; to increase the pay of County Superintendents; to provide for the support and encouragement of Teachers' Institutes; and to make provision for school libraries. The state school fund amounts to \$1,822,344; the number of children between 5 and 21 years of age is 544,664, being an increase during the year of 68,472; number in public schools, 183,564, an increase of 14,294; teachers, 7,100—increase, 838; public schools, 6,434—increase, 1,504; value of school-houses, \$1,971,896—increase, 491,167; amount levied for school purposes, \$1,803,403—increase, 932,753; teachers' wages, \$730,307—increase, 88,333.

From that part of the report referring to 'Agricultural College Lands' we compile the following statement of what has been done with these lands in the various states. The data were obtained by correspondence with the different State Superintendents:

*Massachusetts.*—Donation, 360,000 acres; amount realized, \$236,307, two-thirds of which go to the Agricultural College, and one-third to the Massachusetts Institute of Technology. Fund not sufficient to support college without state aid. College separate from any other institution.

*North Carolina.*—Donation, 270,000 acres; nothing realized yet—conditionally, \$135,000; state aid must be given; college not established.



*New Jersey*.—210,000 acres; amount realized, \$110,000; not sufficient to sustain college; institution attached to Rutgers College and Scientific School.

*Indiana*.—390,000 acres; amount realized, \$200,000; fund not thought sufficient; institution separate.

*West Virginia*.—150,000 acres; amount realized, \$85,000; insufficient without state aid; college separate.

*Kansas*.—90,000 acres; endowment, \$360,000; with good management, will support the institution; college separate.

*Minnesota*.—120,000 acres; amount realized, \$600,000; sufficient to maintain the college, which is part of State University.

*Michigan*.—240,000 acres, not yet sold; fund will be ample to support college, which has been in successful operation eleven years.

*Connecticut*.—180,000 acres; amount realized, \$130,000; fund insufficient to support college; annual income given to the Sheffield Scientific School, of Yale College.

*Kentucky*.—330,000 acres; proceeds, \$165,000; college is part of the State University.

*Illinois*.—480,000 acres; not all sold; institution separate.

*Ohio*.—629,920 acres; proceeds, \$342,450; college not yet established.

*Wisconsin*.—240,000 acres, not yet sold; fund given to State University, and Agricultural Department opened.

*Pennsylvania*.—780,000 acres; proceeds, \$439,186; \$150,000 additional given by the state; income not sufficient without state aid; college separate.

*Iowa*.—240,000 acres, valued at \$480,000; college separate.

*Maryland*.—210,000 acres; proceeds, \$105,000; fund insufficient; college separate.

*New York*.—990,000 acres, valued at \$1,000,000; fund given to Cornell University.

*California*.—150,000 acres, not sold; contemplated to connect college with State University.

*Missouri*.—280,000 acres, not sold.

We have received the catalogue of the *Central Normal School*, a private institution, located at Sedalia in this state. The school commenced with an institute of six weeks during July and August. The attendance was 39 pupils. George P. Beard, A. M., is Principal, assisted by a full corps of lecturers and instructors, among whom we notice our old friend M. V. B. Shattuck, formerly a frequent contributor to the Teacher.

**NEW YORK**.—In the *State Association*, T. W. Valentine, of Brooklyn, and the President of the Association strongly denounced the action of the last legislature in granting appropriations to sectarian schools. The twenty-fifth anniversary of the Association will be held next year at Syracuse, where the first meeting was held. A special programme will be presented for the occasion, and the session will last four days. Superintendent E. A. Sheldon, of Oswego, advocated the creation of a State Board of Examiners, consisting of the State Superintendent and four others named by him, and Local Boards, composed of a Commissioner and four licensed teachers. The State Board may grant life certificates, first-grade certificates, good for six years and in all schools below Union High Schools, and second-grade certificates for three years in primary and ungraded schools. The Local Boards may issue first-grade certificates for two years, second-grade certificates for one year, and third-grade certificates for six months, all good throughout the state except in cities. Candidates for the two lowest grades should be examined in arithmetic, grammar, geography, orthography, reading, and penmanship. Those for first-grade to be examined in these studies, and also in the elements of algebra, physiology, history, Constitution of the United States, School-Laws of the state, and theory and practice of teaching. Questions to be prepared by the State Board. State examinations to be written and oral, including all the branches necessary for lower grade of certificates, natural philosophy, and such other studies as the Board may add. Diplomas of the State Normal Schools should be equivalent to state certificates.....At the *University Convocation*, Professor North advocated the elevation of the age of admission to college to sixteen, or possibly fifteen, years, in stead of fourteen. His idea was generally approved. The degree of Doctor of Philosophy (Ph. D.) was conferred on Mr. Clark, Principal of Canandaigua Academy, and Mr. McVicar, Principal of Potsdam Normal School; that of Doctor of Literature (L. H. D.), upon

Professors North, of Hamilton College, and Martin, of New York University. Prof. Goldwin Smith stated that the effect of permanent endowments on University education in England was subversion and abuse, and, in illustration, stated that when he entered Magdalen College, that institution, having a yearly revenue, by endowment, of \$30,000, was educating only twelve persons. ....*Cornell University's* new class numbers 320. Among the six additional professors who have been appointed are Bayard Taylor, and Charles A. Shaffer, late of Göttingen University.

OHIO.—The meeting of the *Ohio Teachers' Association* at Cleveland was very large, nearly a thousand being present. In the spirit displayed by its members and in the character of its exercises, we judge, from the report and the papers presented, that it was one of the most profitable educational gatherings of the year. The reports of courses of study for schools of different grades, by special committees, were a prominent feature of the occasion. These reports were four in number, for Primary, Grammar and High Schools, and for Colleges. The other papers were *On Manner of Conducting Teachers' Institutes*, *Reading-Matter for Primary and Grammar Schools*, *The Ideal of the Teacher's Work*, and the President's Address. The debate on Primary Course of Study was spirited, and closed with the following resolution:

*Resolved*, That this Association, whilst recognizing the Object System as the true basis of primary instruction, deem it advisable to refer the report of Mr. Woollard on Primary Instruction to a committee to report at the next annual meeting of the Association.

Upon the subject of religious instruction the convention resolved that, while desiring most carefully to respect all shades of conscientious religious belief, "we most earnestly desire that there shall be in every school a distinct recognition that reverence and affection are due to our Heavenly Father, and that the teachings of Jesus Christ regarding human duty, and the spirit of love which he inculcated, should, as completely as possible, pervade every grade of school instruction." An amendment to the constitution provides that the Executive Committee hold office three years, one-third vacating each year.....The *Ohio College Association* met at the same time with the Teachers' Association. Among the resolutions adopted was the following:

*Resolved*, That the action of the Association in December, 1865, was intended simply to recommend to the colleges of the state to receive students who may be deficient in Greek, but whose attainments in Latin and Mathematics may constitute a full equivalent for such deficiency.

.....The *School Board of Cincinnati* recently rejected a resolution prohibiting corporal punishment in their schools, by a vote of 18 to 17.

QUEBEC.—The following items are gathered from the Report of the Minister of Public Instruction for this province for the year 1867. The report is a volume of over 400 pages, and contains very full statements and statistics of the educational condition of the province. During the year the three *Normal Schools* have been attended by 208 pupils. The number of diplomas granted by these schools since 1857, to the three grades of teachers, has been as follows: teachers in Academies, 55; in Model Schools, 426; in Elementary Schools, 532. The sum-total levied for education in 1867 was \$728,494. 599 teachers received certificates of qualification during the year, and 87 were rejected. 176 teachers received a pension of \$1.75 for each year of their teaching, making \$3,036 in the aggregate.

WISCONSIN.—We are glad to welcome to our table the *School Monthly*. In this state, for various reasons, the publication of a state journal of education has never been a success. Two years since, the teachers of Milwaukee commenced the issue of the *Monthly* on their own responsibility, and, by enterprise and economy in its management, they have saved themselves from expense. This fact is greatly to the credit of their educational spirit. With the beginning of the third volume (October No.), the *Monthly* passes into the hands of S. D. Gaylord, Esq., as editor and proprietor. Mr. Gaylord is a working man, and will make his journal of essential service in the cause.

### NOTICES OF BOOKS AND PERIODICALS.

(86) THE place intended by the authors for this book is between the Intellectual and Written Arithmetics of the same series. In its scope it aims to be

(86) ILLUSTRATIVE PRACTICAL ARITHMETIC. By Geo. A. Walton, A.M., and Electa N. L. Walton. Brewer & Tileston, Boston.

simpler than the latter and better fitted to the wants of common business. The leading features of the work are—illustration of subjects by reference to objects, use of the pupil's present knowledge in acquiring new ideas, presentation of the idea before the expression, exactness of expression, rejection of useless matter, and incorporation of such new methods as wants of business require. To those who are familiar with the excellent books of this series already published it is not necessary to say any thing of the general character of this one. Walton's *Arithmetics* have stood the best test of all—that of actual use in the school-room,—and are held in high esteem by those who have used them. There are very few books which are adapted so completely to the wants of the school-room as these. There is room, however, to doubt whether in this treatise any greater exactness of language has not been secured at the expense of clearness of expression. Addition is defined to be "the process of counting together numbers of the same kind." To count, Webster says, is "to tell or name one by one or by groups for the purpose of ascertaining the whole number of units in a collection." To count together several numbers of three or even two figures each is considerably beyond the ability of even most teachers. Yet they are to be taken *in groups*, else, by the definition, they are not added. Subtraction is "the process of taking part of a number away to find how many are left." This definition may be rigidly correct, but it conveys to the pupil the idea that one of the numbers is always actually taken away from the other. It is clear in the case of taking four marbles from the seven which the boy has; but in the case of finding the difference between two fields, one of 15 acres, the other of 10 acres, it is not so clear. Besides, may not the number taken away be a part of the other number, yet a complete number in itself? It is not as easy to illustrate that Multiplication is the "process of uniting a number of equal numbers at once" as that it is a short method of adding a number to itself. With children a definition should be simple and clear in its statement, rather than exact and abstruse. Some slight alterations, chiefly in the phraseology of the tables, have been made in the first two books of the series.

(87) THIS is a book that will be of assistance to every beginner of the study of German. The student who has plodded through the endless exercises that are crowded between the lids of a grammar will find relief in turning his direction toward epistolary writing. The clumsy rounded stiffness acquired from the lonely script alphabet will soon glide into the delicate symmetry of the German manuscript. In studying the simple letters of Herder and the lofty sentiments of Humboldt the idioms of the language soon assimilate themselves to the frame-work of his knowledge. A series of notes are appended, to enlighten the pupil in phraseology and construction.

(88) THE small size of this Grammar (216 pp. 16mo.) is no small recommendation in its favor. It will be a happy day for the great mass of children in our schools when the grammar as a text-book for them to grow dull over shall be metamorphosed into a manual of hints how to teach language, for the teacher; and we may say it will be a day of comparative relief from abuse for American English also. The author of this work has divided the subject into the Primary, Intermediate and Common-School Grammar. The Primary contains chiefly a number of models for a series of object lessons, which the teacher is expected to give for the purpose of enlarging the pupil's vocabulary and securing a correct use of words in his every-day language. The idea is correct and the only practical one. The Intermediate introduces the child to the sentence as a whole: he is required to separate it into its parts, when of simple structure, and to comprehend some of the more evident relations and classifications of words. Part Third enters more fully upon the treatment of the parts of speech and the rules which govern them in composition. The discussion is full enough for schools generally, especially when the book falls into the hands of teachers who appreciate the proper use of the text-book. A few judicious rules for spelling, punctuation, and the use of capitals, are appended to the treatise. We should have been glad if the treatment of these subjects, so necessary to

(87) AHN'S GERMAN HANDWRITING. E. Steiger, New York.

(88) ENGLISH GRAMMAR, AND HOW TO TEACH IT. By Henry L. Boltwood, A.M., Master of Princeton High School. Geo. & C. W. Sherwood, Chicago.

the simplest attempts to use written language, had been interwoven with the introductory part.

(89) THE leading idea in the construction of this speller seems to be that of gathering in groups those words which, in their leading sounds, illustrate the deviations of our orthography from phonetic spelling. For instance, words having the sound of *i* in *pine*, by whatever letter or combination represented, are brought into the same list. The author hopes by this method of association to more firmly fix the spelling of words in the mind of the learner. There can be no doubt that in many instances the resemblances and contrasts presented will secure this object. There are, also, tables of words having like names or like derivations. If there must be a collection of words for material in spelling for the sake of spelling, we are in favor of any possible aid which can be rendered to the memory, and think this system as meritorious as any.

(90) THE Echo is a compendium of practical words and phrases introduced in dialogue form. Discouraged graduates burdened with knowledge minus the practical use of it are not rare. The student who has pursued faithfully a course of study which unbars an entrance to the German classics will find a disheartening gap in his acquirements when brought *viva voce* in contact with the loquacious German. A familiarity with this work will bridge the gulf that exists between his knowledge and the use of it. Let the student take this, one of the *first* steps, by making his knowledge a means of communication in stead of housing it and solacing himself with Carlyle's aphorism, "speech is silvern, but silence is golden." The Echo has numerous exercises, in fine clear print, containing idioms and thoughts that are an epitome of the conversational language of Germany. H.

(91) TIRED we were mentally and physically, yet the feeling of brotherhood in seeing Prof. Whitney's name curiously led us within the leaves of the text-book. The notes and vocabulary are wanting, making this edition a sort of forerunner of something more comprehensive. The beautiful selections, forming a picture-book without pictures, as Hans Andersen would say, banished fatigue and the mists of care that enveloped us, bearing us back to that fairy land in which the hours of childhood were nourished. Our slow interpretation of these fables caught many of the truths that our insight had failed to discern in the smooth translations. We thought our abode was firmly fixed in the harder and sterner truths of literature, when the selections of Krümmacher, Heine and Andersen made us children again in another language. The ascent from the simple narrative to the elaborate style of dramatic master-pieces is so gradual that the student can traverse these two hundred and fifty pages of German text without getting involved in the mazes of ignorance. H.

(92) THIS little work, of 113 pages, appears to be in some respects an excellent method of learning German; though without examination of the first part it is difficult to judge of the learner's progress at the particular point at which this commences. As the verb is the most important part of speech, the first section is devoted to a short and complete grammatical treatise on the German verb, followed by copious exercises for translation, both German and English, which illustrate well the preceding principles. The exercises begin with simple forms of the verb, and progressively increase in difficulty until they end with the most complex participial constructions. The noun is next treated in the same manner, then the adjective, the pronoun, etc., finishing with conjunctions. There is added to the work an English-German and German-English vocabulary of all the words occurring in the exercises, which must increase the value of the book, as it saves the student's time in finding a forgotten word. Perhaps the principal objection to this 'Manual' may be that too many principles are given at once, before the student has had the necessary practice for fixing them in his mind: for example, the different declensions of nouns are given together, thus making them more difficult to memorize than if they were given separately with exercises to illustrate. Though this may not be the best work of the kind, there is no doubt that, with close application, it would be of great service to any one in mastering the German language.

(89) THE AMERICAN SPELLER. By Henry N. Day, Author of Logic, Art of Composition, etc. Charles Scribner and Company, New York.

(90) THE GERMAN ECHO. By Worman. A. S. Barnes & Co., New York.

(91) WHITNEY'S GERMAN READER. Leyboldt & Holt, New York.

(92) MANUAL OF THE GERMAN LANGUAGE. By W. Grauert. Second Part. E. Steiger, New York.



(93) WE have examined with some care this edition of Horace, and can heartily commend it to our teachers and scholars. Its neatness, cheapness, portable size, and superior mechanical execution, can not fail to secure for it a favorable reception. The type and paper are clear and beautiful; the text has been carefully prepared by a comparison of the best readings; and the notes are accurate, concise, and judicious. The volumes of Chase and Stuart's Classical Series, to which this belongs, are so much more compact and convenient than the ponderous tomes with which we have been so familiar, than we wonder why some one has not given them to us in a similar style before. We doubt not they will be generally admired and extensively used. c.

(94) THIS is one of a series of popular French Reading-Books which the publishers intend issuing for the special use of American schools. The texts are printed in Paris, and they have received the recommendations of high French authorities for their correctness and general excellence. The History of Charles XII of Sweden is the earliest of the historical works of Voltaire. It is marked by that purity of diction and perfection of style which characterize all of his productions, and which fit them so admirably for the student of the French language. The mechanical execution of this edition is good, and it is afforded at a very moderate price. c.

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
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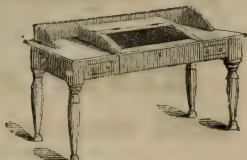
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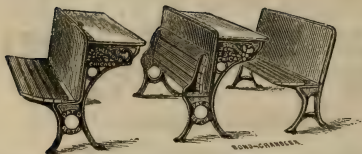
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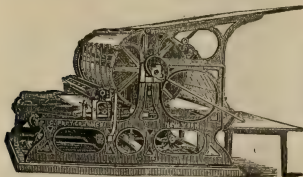
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## R E V I E W S .

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BY F. HANFORD.

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THE mere acquirement of fact is only in the narrowest sense an educating process. The simple possession of fact, as such, is undoubtedly preferable to total ignorance, just as it is better to have a garret, though filled with its miscellaneous collection of trifles, than to have neither the garret nor its trifles. In some emergency, the missing link from a chain or strap from a harness may find a convenient substitute; and the unassociated fact may lie dormant in the chambers of the memory, a useless thing, until galvanized into sickly vitality by some suggestive force, and pressed into the feeble service of desultory thought.

But, as well-assorted and -conditioned tools, in the hands of the skilled mechanic, furnish the power to produce the useful and the beautiful in art, so facts, duly considered in reference to their mutual dependence as cause and effect and other relations, and in reference to the deductions logically springing therefrom, supply the basis of comprehensive thought and facilitate investigation; and knowledge so obtained becomes wisdom, and its acquirement is in the highest sense an educating process.

The causes of failure, in teaching, to secure that intense interest and enthusiasm so indispensable to successful prosecution of study by the pupil are neither few nor simple. Yet not a few teachers may attribute the lack of success that characterized their earlier experience to their undertaking to thrust into the mental maws of their pupils a surfeit of dry, serawny facts; just as the poultryman gorges his fowls for market; with this difference, however, that the latter accomplishes his purpose, in the most expeditious manner, while the former are in danger of defeating their most cherished plans. Stupor follows in either case: it does no harm to the turkeys, but

works sad detriment to the pupils. To 'educate' may require us, in some degree, 'to pour in', but its true province is rather 'to draw out'.

It has been well said that "the teacher's mission is to afford opportunity and inspiration." Those who halt when they have supplied the opportunity only enjoy none of that magnetic sympathy that exhilarates him who to the opportunity adds inspiration—a sympathy begotten of mutual interest and mutual consciousness of success.

With these thoughts in mind, let us proceed to inquire, briefly, what use may and should be made of reviews, as aids to securing more satisfactory results from our labor. That these results fall short of our desires and expectations is by no means always the fault of the pupil. In the immaturity of his mind, he is unable, perhaps, to grasp aught but the more salient points of thought, at first; or, wearied in the vain effort to memorize isolated facts, he may have overlooked their mutual dependence, which, duly observed, might have greatly facilitated the labor of memory. A retracing of the ground may enable him to pick up the loose threads of thought, and weave his knowledge into a symmetrical whole. A careful grouping of topics, a suggestion of some undiscovered relation, will often bring the sparkling eye and the eager look, as the truth flashes with welcome on the groping mind.

The complaint that certain studies are distasteful not unfrequently arises from the failure of the pupil to derive intelligent thought from the data presented to his mind. Special pains should be taken, first, to fasten the attention on central ideas, and then to gather around these all related facts, each in due office and proportion.

Again, some oversight or misconception on the part of the pupil may have led to unwarranted conclusions, which in a careful review would probably become apparent, and be superseded with more correct and comprehensive views.

In regard to the most profitable plan of conducting reviews our experience suggests the following: first, that at nearly every recitation the leading points of one or more previous recitations should be called up; second, that, when a division of a subject has been passed over, the whole topic should be reviewed, orally, the teacher accompanying the different steps with a record of prominent ideas, properly classified, and expressed in diagram form on the blackboard; third, that a carefully-prepared list of test questions upon the topic should be presented to the class, and each pupil be required to answer each question in writing. The first tends to fix firmly the definitions and statistics, and to associate the facts; the second leads the mind to survey the whole field, and to secure unity of conception; the third, with correct grading, will show to a large extent—though not absolutely—the individual and comparative attainments of the

class. This written review appeals with great force to the pupil, showing him the effects of careless preparation for or of absence from recitation, or, on the other hand, the gratifying results of diligence. In addition to the test of an ordinary recitation, it gives the teacher a most desirable opportunity of proving his class in their orthography, penmanship, and composition. The first is adapted to pupils of every age; the second and third are adapted those who have made more or less progress in arithmetic, geography, etc., and are able to write legibly.

In using the topic method, great care should be taken to proceed logically, presenting first the fundamental or the generic, afterward the resultant or the specific. The following record might appear on the blackboard after such a review of Fractions. In making this record, the first step is to write simply the name of the subject, and then each of the other items, after they have been developed in order by discussion.

FRACTIONS.	Definition.		
	Parts....	{ Num. } Terms.	
		{ Den. } Value.	
	Principles...	{ 1. Mul. num. 2. Mul. den. 3. Div. num. 4. Div. den. 5. Mul. or div. both terms. }	Comparison with division.
	Kinds...	{ Proper. Improper.	
	Operations...	{ Reduction... { To simplest form. " whole or mixed numbers. " a required den. Of a whole or mixed no. to imp. frac. Combinations ..... { Addition. Subtraction. Multiplication. Division.	

The classes Simple, Complex and Compound Fractions and Mixed Numbers, as given by many authors, are omitted, because they seem superfluous. A Mixed Number is a quantity whose value is expressed by an integer and a fraction: a particular kind of quantity, but not a distinct kind of fraction. Complex and Compound Fractions, so called, are nothing but indicated operations, and their omission from the classification makes it unnecessary to designate single fractions as simple. It is not contended, however, that these omitted terms are not convenient in order to avoid circumlocution, but that they are not distinct classes, and should not be laid down as such.

In preparing test questions for written review, the nature of the questions is necessarily determined by the age and advancement of the pupils, and by the place the exercise is to fill in the teacher's general plan.

In conclusion, I give a list of ten questions upon the Geography of the United States, designed to require answers of considerable length and a wide range of information.

- (1) Describe the Atlantic coast of U. S.; also the Pacific.
  - (2) What are the leading branches of industry in New-England States, and by what determined?
  - (3) Name, in order of size, the three largest cities of the Mississippi Valley; also the three largest of Atlantic Slope.
  - (4) What rivers and what states would you cross, going in a direct line from the largest city of Pennsylvania to the largest city in Missouri?
  - (5) Give the population of New York; name the chief production of Louisiana, and the oldest town in U. S.
  - (6) Over what bodies of water would you pass in going from Bangor to Chicago.
  - (7) Name the chief rice- and the chief wheat-producing states.
  - (8) Of what states does the Mississippi form a boundary line?
  - (9) Through what states does the Pacific Railroad pass?
  - (10) Name the departments of the government of the U. S., and describe one of them.
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## E L E M E N T A R Y   R E A D I N G .

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BY MISS JANET P. HANNAY.

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A TRAIT in Molière's comic character of Jourdain is spoken of by Macé. Jourdain is informed how he pronounces *ā*, *ô*, *fā*, *re*, etc.; which information in regard to his defect he receives gladly, but unfortunately, his servant informs us, "he speaks none the better for it."

The recent attempts to place reading upon a wholesome footing have been attended with results almost as discouraging. Programmes of institutes have rarely appeared without chronicling its expositors, and educational monthlies have not failed in ventilating the subject; yet our grammar grades still continue to mark reading as a discreditable gap. High-school teachers invariably take up the lamentation, proving that reading is in a state of exoticism in our grammar departments. In our high schools, distance, the wings of time, has to be bridged by histories and telescopes. The unknown quantities *x*, *y*, and *z*, are perseveringly sought after, till, in due process of time, before the four-years course is finished, the student *may* be an excellent representative of Bishop Whateley's Scotchman "who never is at home but when he is abroad." Leaving their heights of Parnassus, Helicon, or Pindus, as it may be, a ten-weeks vacation launches most of them in a primary room with fifty children.

From personal experience, the teacher feels that reading takes its first bent here; and, retaining an indistinct remembrance of the uncouth and cabalistic plan of teaching the alphabet in consecutive order, is it to be wondered at that the superintendent is besieged by applicants who prefer hammering grammar in the higher grades?

The introduction of the Word-Method by Webb was the first successful innovation upon that system of drudgery that supposes discipline to arise from severe application in the *least* engaging branches. At first this system was decried by both teachers and patrons. The public mind was not ready for such instruction; but gradually this very reasonable service soon opened their eyes to the wisdom of supporting any innovation that copies faithfully after nature.

We left the teacher before her fifty scholars with that unwholesome feeling of 'coming down' depressing her. Too frequently, in stead of examination and preparation, she looks at others, and soon, like them, she clasps the customs of her ancestors so closely that she fails to see the errors she embraces. The result is, she ties up the child's hands by giving him nothing to do, and his eyes by placing the meaningless pages of a primer before them. In stead of garnering the knowledge of years, and making it a storehouse out of which bountiful supplies can be drawn to enliven and portray the minutiae of primary teaching, it is thrown away. Were the teacher to hold fast to her knowledge acquired, and by hard study become as a little child, she would find a broad unexplored field before her, in which she would obtain a culture that would bring her close to in stead of cutting her off from humanity.

But she may be a teacher who says "I will not offer unto the Lord of that which doth cost me nothing." She therefore studies the best manner of directing the child in doing what he has been doing naturally. She soon perceives that perception is the touchstone that opens thought and sympathy, the tutelary genius of the school-room. Haven's Mental Philosophy is taken from its place. She has an indistinct remembrance of ideographic and syllabic systems, and concludes that teachers in the time of Cadmus had an abundance of time for 'oral', as only sixteen of those arbitrary letters were then in fashion. In her search she concludes that the phonetic system will not do, as sounds and letters belong to different races. The word-method next receives due consideration. The mists of prejudice lead her to approach it cautiously; but, curious to see that which threatens to subvert 'spelling-matches' and throw the alphabet out of fashion, she begins the search, and soon recognizes the harmony that exists in teaching the word as the sign of an idea.

Encouraged, she classifies her school, has no exercise upon the programme exceeding fifteen minutes, and, desirous of having the child as a child grow mentally, morally, and physically, the work of the day



is begun. The lowest class is called upon first, as they know least about entertaining themselves. The teacher's own magnetic influence must lighten up theirs as she introduces them to some familiar object, such as *cat*. They soon do most of the talking, as they describe to her their little house-pets. In this, the first exercise, the child's tone is usually natural, but composed of faulty sentences and indistinct articulation. She finds that constant illustration and repetition alone will develop their organs of speech and sense of hearing. She then talks to them about the picture of a cat shown to them, having them read it thoroughly. They are then ready for the word *cat*, which becomes to them the sign of an idea. Sketching the picture of a cat, she tells them the word *cat* is easier to make and does not cover so much of the board; in the mean while, passing to the board, she holds their eyes upon every motion as she prints *c a t*. Obtaining sentences with the *and a*, she shows them the words *the and a*, and waits until the next recitation before she develops from a picture—the next best thing, as she has not the object—the word *plays*. Before the interest abates, slates and pencils are assigned, and they are taught *how* to print. No written exercise requires more watching than slate-work in the tenth grade. If left to their own guidance, they will commence backward, go from right to left, and acquire wrong habits in regard to the relative position of words.

Class B, a little farther advanced, is called upon. Their morning work is duly examined. They have learned a number of words. She gives the sentence "The cat plays on the barn"; and from a field of words promiscuously printed on the board they hunt the words forming the sentence. The tone is apt to be drawling or pitched on a sharp up in the scale. The words she has taught correspond with the words in the first part of the primer, so that the B class, using their books, can search and print every word they have learned.

Then A class, some exercise intervening, is called upon. Words with little distinction require their attention, as *housc*, *horse*. It is as difficult for the child to distinguish these as it is for the uncultivated eye to detect the tints and shades perceptible to the sensitive artist. By skill and practice their eye soon perceives the difference, and the hand soon forms the idea that the mind grasped. In addition to book and slate exercises, the child uses his book alone. Numerous words in oral and figures have swelled the list, and the teacher cultivates that acute thinking by repeating sentences containing words and having the children recognize them. Definite exercises are assigned both for the board and slate, and in every case these exercises are corrected.

By changing exercises every fifteen minutes or oftener, she administers stimulants much more effectual than the narcotics so often given to retain order. The child learns how to study and how to render

prompt obedience. Habits of order and a systematic use of time are obtained. Writing is introduced as soon as printing becomes easy, and the child, by constant slate drill, learns spelling so that he can *use* it even in the ninth grade. He has learned the words upon the board in hunting exercises in such a manner that it shuts out even a chance for local memorizing.

A reasonable sound for the ear, a picture for the eye, and a pencil in the hand, makes reading an easy task, at the same time teaching tone, emphasis and inflection as an art in the tenth grade. The school-room is thus made a pleasant place, cheery with the sunlight that shines through the windows of perception. Measuring his own strength by his results, the desire to do well stimulates the pupil. To the teacher, for all this patient forethought concerning the subject to be presented and the manner of presentation, there is an earnest of the bliss that comes after, as she looks for the results in the development of the child as a whole, and as she sees indelibly stamped upon every page of his character his *highest* birthright—"Father, I thank thee that *thou* art the guide of my youth."

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## HOW CAN THE COUNTY SUPERINTENDENCY BE RENDERED MORE EFFICIENT?

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BY J. P. SLADE.

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In attempting to answer this question, it will be well to ascertain why provision was made for the office of County Superintendent, and to determine, if possible, the object sought to be accomplished through this agency. Understanding these reasons and the qualifications needed for the right performance of the duties pertaining to the office, it will be easier to decide what action, if any, is needed to render it more efficient.

It has been enacted that the property of the state shall support the schools thereof; and this compulsory measure was adopted and successfully defended on the ground of public necessity—that the happiness and prosperity of the citizens of the state and the preservation of our free institutions depend, in a great measure, upon the virtue and intelligence of the people, and that in no other way could these results be reached so readily and effectually as through a system of free schools.

In order to render the system successful and popular—worthy of being sustained,—it was absolutely necessary that some plan should

be adopted that would guaranty a judicious expenditure of the large sums of money annually raised by taxation for school purposes, and thus accomplish the object contemplated. To supply this want, the plan of county superintendencies, which commits the educational interests of each county to the direct supervision of one person, was adopted. It must be apparent to those who have considered the relations which the superintendents sustain to the schools of their respective counties that they, above all other persons and agencies, are responsible for the condition of the schools under their supervision, and that they have it in their power, by virtue of these relations, to do more for their improvement than any one else. Sentinel-like, each County Superintendent stands, as it were, at the threshold of the door of each school-room in the county, permitting none to enter except those who can and do give evidence of special fitness for the work of teaching; and the condition of the schools under his charge will depend, in a great measure, upon the manner in which this duty is performed.

Every examination should be one in reality, as well as in name—such that every successful as well as every unsuccessful applicant would feel at its conclusion that it was not only thorough, but practical, and that a certificate is *not* an unmeaning form. Thorough examinations will rapidly weed out incompetent teachers, and lead others to make greater efforts to qualify themselves to teach, and in this way—by the selection of a better grade of teachers—do much to improve the condition of our schools. Nothing so effectually rebukes sham and pretension on the part of applicants as a fair examination, which, if partly written, will more clearly reveal and make apparent to the applicants themselves their own deficiencies. But none but competent, well-qualified officers—those who know what the requisite qualifications for successful teaching are—can properly conduct such examinations.

The schools of some of our cities are much superior to those of other places of equal wealth and population, because of their superior supervision. I believe it is generally admitted by those who have visited many of the principal schools of this and other states, and looked carefully into their management and condition, that the relative standing of each corresponds to the supervision it has enjoyed, the schools which have been under the control of the most efficient superintendents being invariably the best. The influence of a good superintendent can not be measured. His assistants soon catch his spirit, and all, even the poorest, are led to approximate his ideal of what a teacher should be and do.

The improvement made in the condition of the schools of certain counties within the past few years is due mainly to the selection of superintendents who were well qualified for the discharge of their du-

ties. Inexperienced teachers can learn much from educational works, but they will gain more practical knowledge from the visit of a superintendent who can point out errors in teaching, and can by practical exercises illustrate better methods in teaching, than they would in a long time from books. The great value of such instruction lies in the fact that it is just what the young teacher needs—it is suited to his immediate wants.

Now, in view of the character and importance of this office, some may wonder why so many poorly-qualified superintendents have been elected. A partial reason, I think, may be found in the failure to provide, until quite recently, any thing like a fair compensation. As a result, there has been but little competition for the office, and many persons have naturally been led to infer that the office must be one of little importance or doubtful utility. The compensation should be sufficient to secure and reward the best talent for the position in the county. That at present allowed, however, compared with that formerly afforded, is quite liberal. The office should be a salaried one: the amount might be made to depend, as suggested in one of Mr. Bateman's Reports, upon the number of schools and the population and size of the county.

But the main reason why, with the present increased compensation, the best men are often defeated is owing to the fact either that they do not happen to belong to the successful party, or, in case they do, because some man less competent is a better partisan, and must, for this reason, have the office as a reward for his services to the party, rather than on account of any special fitness for the position. Is it urged that poorly-qualified superintendents can perform their duties by proxy? So might teachers, on the same principle. What would be thought of the wisdom of school directors who should employ an incompetent teacher, with the understanding that he would employ a substitute with a portion of his salary, while nothing less than the whole would be sufficient to secure a first-class teacher? The mere mention of such a course is sufficient to show its absurdity.

County superintendents have been and are instructed and earnestly urged to a faithful discharge of their duties—to see that none but those who show themselves to be properly qualified are licensed to teach; still, many superintendents fail to do their duty, in this respect at least. Let those who doubt this statement explain why it is that an applicant who barely succeeds, after repeated trials, in obtaining a certificate of the lowest grade can, by simply showing it to the superintendent of an adjoining county, obtain a certificate of the first grade; or why it is that teachers of great pretensions, but sadly deficient both in scholarship and ability to teach, can obtain certificates of the first grade, while others, more modest and unpretending, but far superior in every thing that constitutes a teacher, are

sent away from the same superintendents with certificates of the second grade. Cases similar to these, I fear, are more common than persons not in a position to know would imagine, and nothing but the selection of well-qualified superintendents will lessen the frequency of such acts of injustice.

Now the question arises, What can be done to prevent the election of men not qualified to discharge the duties pertaining to the office? I answer, let it be enacted that legal eligibility to the office shall embrace the holding of a State Certificate.

With a provision of this kind in the school-law (in addition to the present one which permits the granting of State Certificates to those persons only, of good moral character, who have taught with decided success for at least three years, and have shown themselves, upon a public competitive examination, to be men of good scholarship), it is difficult to see how any but men well qualified for the position could be elected. Then in casting about for candidates for this office men would ask, not, as they now often do, "Who shall have this office as a reward for his services as a partisan?" but "Who is competent?" The principal duties of a superintendent being to determine the qualifications of teachers and to give 'directions in the science, art and methods of teaching', how can he properly perform these duties if not himself specially qualified?

The objection that such an amendment would abridge the liberties of the people might with equal propriety and force be urged against that provision of the law which permits the employment in our public schools of those teachers only who are licensed to teach; and if it is wise to enact that no part of the school-funds shall be paid to any except those found to be qualified—competent to render an equivalent,—would it not be still wiser to adopt some plan that would make it impossible for an incompetent man to find his way into the office? If the work to be performed is of the character indicated, and if it be true that many incompetent men are elected to the superintendency on account of the practices mentioned, and if it be also true that the objects sought to be reached by this agency are, at present, but partially secured, certainly something should be done to secure the selection of men qualified for the position. It is believed that such an amendment would do much toward placing at the head of the schools of each county a successful and experienced teacher, of good scholarship—one capable of awakening and keeping alive an interest that would exert an influence for good in every school-district in the state; and, by giving an additional value to the State Certificate, would stimulate teachers to renewed efforts to qualify themselves to obtain the highest certificate known to the law, and thus aid in elevating the teacher's work to a distinct profession, to which none but those specially qualified could gain admittance.



## PRINCETON HIGH SCHOOL.

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BY H. L. BOLTWOOD.

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IN February, 1867, an act passed the Illinois Legislature constituting the township of Princeton a High-School district, and authorizing a Board of Education of five members to purchase lands, erect buildings, employ teachers and prescribe terms of admission for a High School, to be free to all the township, subject to the rules of the Board. In anticipation of this act, a building had been contracted for, and was well advanced at the time of the passage of the act. Many citizens of the place gave their private credit to expedite the work, trusting to the town to assume the debt in due time. A fine building, five stories high, including basement and attic, was erected. Five acres of ground were provided, for play-grounds and for ornament. The basement story and the walks are of stone. A tower, 110 ten feet in height, gives an extensive outlook over the prairie. The building can be seen twenty miles or more away. The entire cost, including furniture, apparatus, and library, was \$63,000.

The peculiar feature of this school is the fact that it belongs to the entire township, and the whole township is taxed for its support. Pupils from every district are admitted. The township numbers about 5000 in population, 4000 of whom are within a mile and a half of the school-house. The pupils furnished by the city and by the country districts are nearly in the ratio of their population. Foreign pupils are admitted on payment of tuition, thus far making up about one-tenth of the school. The school is now in its third year. It has averaged about 160 pupils, and will graduate its first class in 1870. Its course of study comprises the Classics up to preparation for college, French and German, Natural Sciences, and Mathematics, besides the common branches. Students are not required to take the full course, but none who do not complete it receive the diploma.

The idea of this school, which is worthy attention, is to make a township support a school of high grade, such as can not be maintained by a small corporation. The expense, being more widely distributed, is less felt. The ambition of all the scholars of the country districts is excited, and the stimulus of the high school is felt in them all. Such a school will surely prepare the way for the township system, under which all the schools are under a single board, clothed with full powers to act for all the districts.

Perhaps in nothing has the impulse of the school been felt so powerfully as in the direction of a higher education. Almost every young man in the Senior Class is looking forward to college, or to

some form of higher education. One pupil has already entered Cornell University, one the State Industrial College, and another entered West Point with honor. Our colleges are all suffering for want of *feeders*: we have no Andovers, nor Exeters, nor Easthamptons, to send them yearly scores of well-fitted students. The free high school is needed to build up the colleges.

Many towns which now have no school of high grade can, by combining districts, sustain one which will be a credit and an incalculable good to the community. Frequently two villages in adjoining townships might, between them, establish a school of high grade. Such schools require faith and patience in their outset, and gain ground slowly; but they will tell, and in their wake will follow better common schools. It should never be forgotten that even in New England the college preceded the common school, and that those who argue that our energies are first to be given to building up the lower grades, and that high schools are not needed until all children are educated up to the limit of the common-school course, forget that without the higher schools there are no competent teachers for the lower schools. A few must be lifted beyond the common school yearly, or there will be none to lift the lower grades. It is a grave question whence we shall derive our common-school teachers. The Township High School affords some prospect of relief. Communities will, at least, supply themselves with teachers, and will keep their pupils and the money expended within themselves.

NOTE.—The Private Acts of the Legislature, 1866-'7 contain the Act of Incorporation for Princeton High-School District. It was drawn with great care by an able lawyer of Princeton, and has proved well adapted to meet the necessities of such a school.

*Princeton, Ill., Oct. 29th, 1869.*

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## HOW DO YOU PRONOUNCE LATIN AND GREEK?

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BY PROF. J. R. BOISE.

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I wish to thank Y. S. D. for calling up this subject again. Let it be thoroughly discussed; and let no latent difficulties, which can be removed, linger in any mind. Though not professing to know every thing about this subject, or any other, I am willing, and glad, to contribute, if I may, a ray of light toward its elucidation. Y. S. D. says,

“Will Prof. Boise, or some one else, tell us, when we read of the Continental pronunciation of Greek and Latin, whether we are to understand Continental German, or Continental French, or Italian, or Spanish? Whether we shall give *au*, for example, the German *ow*, or the French *ô*? Whether we shall

give Cicero as Tsitsero, or Chiehero, or Thithero? Also, how we are to read Greek verse metrically, and follow the written accent?"

First of all, it should be distinctly understood that neither the Convention of Philologists at Poughkeepsie, nor Prof. Boise, made use of the expression 'the continental pronunciation of Greek and Latin'. This expression, though often used, and though very convenient, is liable to just those objections urged, or implied, by Y. S. D. My language was as follows: "A resolution was passed unanimously, recommending the use of the written accents in pronouncing Greek, and *the continental sounds of the vowels* in pronouncing both Latin and Greek." '*The continental pronunciation of Greek and Latin*' is one thing: '*the continental sounds of the vowels* in pronouncing both Latin and Greek' is quite another thing, and far more definite.

The elaborate paper of Dr. Fenling, Professor of Greek in the University of Wisconsin, which was read before the Convention at Poughkeepsie, brought out distinctly the fact that, if uniformity, or something near uniformity, can be secured in the pronunciation of the vowels, the other points of difference will not be so considerable but that the different nations will understand each other when a word or sentence of Latin or Greek is pronounced. The vowels, a, e, i, o, pronounced as in the English words far, prey, caprice, prone, have nearly the same sound in French, Spanish, German, Italian, and, in fact, almost every where on the continent of Europe. The vowel u varies a little more in its sound; yet not so much as to become unintelligible between different nations in pronouncing the classic languages.

In respect to most of the consonants, our own pronunciation does not differ materially from that of other nations who use the same or a similar alphabet. The points of difference are comparatively few. These are observable chiefly in c and t, but only in certain positions; also in g and j. The points of difference are not only few in comparison with the points of agreement, they are also comparatively unimportant. They do not so far change the sound as to obscure entirely the sense. The genitive of *pax* is understood by a scholar, if pronounced after the French, or Italian, or German method, or even after the method recommended by Richardson, *pakis*—a pronunciation which I heard nearly twenty years ago from the Professor of Latin in the University of London. And so of the other points of difference in the pronunciation of consonants. An apt scholar will soon become quite familiar with them; especially if he has given some attention to the modern languages, for which we at the West have peculiar facilities.\*

In the pronunciation of the diphthongs, also, there are some minor points of difference among the leading nations of the Continent; but they are not nearly so great as the difference between the

English and the continental sounds of *a*, *e*, and *i*. With our English sounds of these three vowels, our Latin is unintelligible to all the rest of the world: adopt the continental sounds of these three vowels, and we are restored to the great community of occidental nations; to the great brotherhood of European scholars.

I may be allowed to say that, on those points where the continental nations differ, my own preference—in which I think most American scholars agree—is for the German method; and for several reasons. It is a method which every scholar who studies in Europe must learn: it is more widely prevalent than any other: it is the pronunciation of the most eminent classical scholars now living.

If on any of the above points I am in error, or have failed to make my meaning plain, I hope any teacher in the state will do me the favor to call attention to it. Truth—a clear understanding of truth—is what we all want.

The remaining inquiry, 'how we are to read Greek verse metrically, and follow the written accent', is reserved for a separate paper, in a subsequent number of the Teacher.

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\* Suppose, now, we take the genitive of *pax* and pronounce it after the English method, *pay-sis*. It becomes quite another word; and is recognized only by an English ear.

I shall not soon forget my perplexity the first time I heard a German scholar pronounce the Latin word *fides*. Every reader of this journal, who has studied Latin, undoubtedly knows the English pronunciation of the word. I had never heard any other and had never thought of any other. When, therefore, I heard the word *fec-days*, I was sure I had never met with it in Latin. That a professor of the ancient languages should not know the meaning of *fides* somewhat astonished my German friend; but my own astonishment and amusement rather exceeded his, when I ascertained what word he really had in mind. Adopt the continental sounds of the vowels, and this familiar word becomes the same from all European lips.

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## WHAT IS YOUR PERCENTAGE OF ATTENDANCE?

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DECATUR answers, "94.5"; Galesburg replies, "91 $\frac{1}{6}$ ". And yet, for aught I know, the pupils of Galesburg may be deserving more praise for their attendance than the Decatur pupils. "But," says Decatur, repeating the trite maxim 'Figures won't lie', "is n't our percentage higher?" Certainly it is; but all teachers who have ever made the attempt to represent their attendance *per centum* will understand that there are various methods of doing this, that give a variety of results.

A. regards all his pupils as members of his school from the time they enter until the close of the term during which they are enrolled. This is his *basis* upon which to reckon his percentage.

B. thinks this is n't right. He does n't claim pupils as members after they have taken their books and notified the teacher that they "ca' n't come any

more now." And he even more than intimates to his pupils that, if they are obliged to absent themselves for a week or more, it will be much better for them to take away their books and not be 'marked absent'. B.'s basis, therefore, other things being equal, is much less than A.'s, and his percentage accordingly higher.

But C. thinks B.'s basis is larger than it ought to be. He only marks absence for three successive days. Then follows the word '*Excluded*', which usually means that the pupil ca' n't come back—till he wants to; and that he must not be considered a member of the school. Thus C.'s basis is considerably less than B.'s.

D. believes all that C. does and more too. He thinks that a pupil should be considered present for the half-day, provided he is present at roll-call. John wants to go hickory-nutting; so his mother, who do n't care whether he 'climbs the hill of science' or Hickory Hill, provided she is n't obliged to buy him any more books, writes a note, or, rather, gets Jane to do so, saying that she must have John at home, as she has sickness in the family. John says 'present', and immediately is absent. In the course of a month D. has a score or more of similar cases. In short, he has scarcely any absent marks except in cases of sickness.

A pupil comes in at half-past ten o'clock. E. regards him as tardy ninety minutes. F. would say absent one-fourth of a day. A pupil is dismissed at half-past ten. G. makes no record of it. H. says "absent one-fourth of a day." A pupil has the 'nose-bleed' at nine o'clock, and comes in at 9.15. J. says, "Of course, as you were upon the school-grounds, and as you are excusable for not coming in at nine o'clock, I can not mark you tardy." K. says, "You are perfectly excusable for not coming in, but that does not take away the fact of your being tardy. I must record it."

Now, if figures purporting to give the attendance, tardiness, etc., of various schools are to appear from time to time in the pages of the Teacher, would it not be better if those figures could show the relative success of the schools reporting? This they do not accomplish, and can not until perfect uniformity in method of keeping school-records is practiced. H.

## NOTES ON GRAMMAR.—II.

BY IRA A. SHURTLEFF.

In a previous article, I stated it to be my belief that much of the difficulty experienced in the teaching of grammar arises from the incongruities of grammatical nomenclature, and the incorrectness and obscurity of the definitions in our text-books. These obstacles are beyond the immediate control of our teachers; but there is still another cause why pupils fail to understand and enjoy grammar, which the teacher *may* remedy, as he only is the party at fault. This is the *unreasonable length of lessons given out in the early stages of the study*. The teacher, oftentimes destitute of any definite idea of the objects to be attained by the study of grammar, assigns to his class of tyros 'the first



*three pages*'. These may include the definitions of Grammar, Orthography, Etymology, Syntax, and Prosody, together with many other subjects equally *luminous* (?) to the child, and yet 'three pages' is a very easy lesson. What is the consequence of such a course? At the very start, the child begins to learn (or makes desperate attempts to learn) three pages of *words*, for he can not grasp such an amount of ideas which are entirely new in their character. Hercules's task in the Augean stables was quite as easy and *pleasant*. No wonder that pupils thus instructed should *like* such a study! Such a course as this soon leads the teacher to consider his pupils *too young* to begin the science. The fact is, a pupil *never* is old enough to commence Grammar in this manner. I have known a teacher to assign for a lesson the definitions of all of the parts of speech, and then expect the youths who were so fortunate as to be under his charge to *enjoy* exceedingly their progress up the old hill of Science. These unreasonable tasks have often been imposed, as many who read these words can testify from their own experience as pupils—*perhaps as teachers*.

That this article may be as practical as possible, I will sketch a course that may be profitably pursued by a class just beginning the study of grammar. Teacher, have you pupils who have been once—twice—thrice through the text-book, and who still call nouns adjectives, and pronouns adverbs? The above remarks, then, are intended for *you*, and your class consider grammar a dry study. Follow some such course, with your beginners in the science, as the following, and many of the difficulties of yourself and pupils will vanish.

#### FIRST LESSON.

Take the definition of Grammar and talk to your pupils in regard to the objects of the study. Illustrate, by examples, incorrect uses of language, as, "We is going"; "They am here"; "Us are at school", etc. Let the class correct these sentences so that they will 'sound right', and tell them that these sentences not only *sound* wrong, but *are* wrong; and that grammar will teach them how to correct such language, and the reasons for the change. Give out as the next lesson, for each to bring in, *neatly* written on paper, as many names as possible; this, however, after a talk about familiar objects and their names.

#### SECOND LESSON.

Have the class read their lists of words, and if any words beside names are read, let the pupils criticise. See how many names have been collected by each, and rank the neatness of the work. Prolong the exercise by having the class give, to as great a number as possible, the names of articles in the school-room—school-mates—flowers—trees—birds—brutes—cities—rivers—vegetables—musical instruments—parts of a carriage—distinguished men—articles of furniture—etc., etc. Bring forward the word *noun*, and make each fully appreciate the fact that they have been collecting what are called *nouns* in grammar. N. B.—"The thing first, afterward the name," is a principle *always* to be observed in teaching grammar. Assign as a third lesson the making-out of a list of nouns, the names of objects the pupil sees at the time, or of animals. Also, have them learn the *derivation* of the word *noun* from the dictionary, and the definition from the grammar.

#### THIRD LESSON.

Take up the derivation of noun from *nomcn*; also the definition of the *grammar*. Have lists read, criticised, and ranked. Bring out the fact that we gain

a knowledge of some objects by our five senses, of others by four, three, two, and one; and of some objects by none of our senses directly: *e.g.*, Cicero. Thus we may gain a knowledge of an apple by our five senses, of a piece of iron by three, and of the clouds by one only. Assign as a lesson the grouping of names of objects whose existence is known by one, two, three, four or five of our senses, having the pupil mark the columns, 1, 2, 3, 4, or 5, according to the number of senses exercised.

## FOURTH LESSON.

First attend to the assigned lesson as before. Have pupils give the names of objects whose existence is known directly only by hearing—as voice, music, thunder; by seeing—as sky, moon, fog; by smell—as odor, stench, vapor of alcohol, etc. Ask by how many senses we know of the existence of wind—rain—heat—pain—light—water, etc. Here bring into notice the two classes of objects of which we gain a knowledge of one by our own observation and experience, and of the other by the testimony of other persons. In the former class are all the above-mentioned nouns; in the latter, the names of all objects distant in time or space—as Japan, Napoleon, London, Chili, etc. Have the pupils bring in, for the next lesson, a list of twenty-five words of each class.

## FIFTH LESSON.

Take up the assigned lesson (lists of words). Place upon the blackboard in two columns words as follows:

Charles .....	boy.	Cuba.....	island.
Boston .....	city.	Sherman.....	general.
Russia .....	country.	Lucy .....	girl.

Ask the pupils what difference they see between the nouns Charles and boy, Boston and city, etc. The answer will very soon come from every pupil, "The words in the first column denote particular things; those in the latter do not." Now they are ready for the explanation of the terms *proper* and *common* nouns. Show that the words have not their usual signification. Give nouns of each class, and let pupils decide of which. Ask for words of each class. For the next lesson have pupils make out as large lists as possible of each class of nouns, calling their attention to the fact that *proper* nouns *begin with capitals*, and common nouns with small letters.

The above method of conducting a class beginning grammar will in every case arouse enthusiasm, and the pupil will *love* the study. It possesses many of the advantages of formal object-lessons, and leads, at once, to a discriminating research into the use of words. It improves the pupils in writing, in spelling especially, and in the classification of objects. I have never yet known a pupil thus taught to dislike grammar.

A Good telescope, with a  $3\frac{1}{2}$ -inch aperture, virtually brings the moon within 1,200 miles of the observer, or within one two-hundredth of its real distance. Lord Rosse's telescope brings it within 42 miles, so that objects 270 feet long are discernible. Baer has calculated that an instrument of ten times the power of Rosse's would be required to bring the moon within a German mile, at which distance the body of a man can be perceived.

## V E N T I L A T I O N .

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BY E. A. GASTMAN.

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The following propositions may be considered as *axioms* in the important subject of ventilation.

1. There must be an opening into each room large enough to admit a sufficient supply of fresh, pure air.
2. In cold weather this air must be warmed before it is brought into the room.
3. There must be an opening for the escape of foul air *as large* as that which admits the fresh air.
4. This last opening must be near the floor.
5. The escape of foul air will be greatly accelerated if the flue into which it is discharged be heated.

The first of these seems self-evident; yet, in almost every house these flues are totally inadequate. In many instances no provision whatever is made for this important prerequisite. The fresh air is expected to find its way under doors, around windows, and through the floors. It is a great blessing to our race that it is so accommodating as not to disappoint this expectation, but seeks an ingress through every possible crevice. If it did not, most of our churches and public halls would be as bad as the Avondale mine.

From a neglect of the second axiom, people are led to cry 'humbug' against all systems of ventilation. The man who sits in a crowded audience until he is well-nigh smothered and then has a window opened immediately above him, whereby a column of freezing air is projected upon his head and shoulders, from the effects of which he does not recover for months, is very apt to feel that ventilation is a nuisance. It is extremely hard to convince persons that you are doing them a favor for which they ought to be thankful, when you throw a layer of cold air upon the floor, from which they not only suffer severe pain from cold feet, but take colds which last them for weeks, even though you call it by the beautiful name of ventilation. They prefer not to be ventilated on such terms!

It is impossible to pour water into a jug already full, unless there be a way provided for the water to escape. It is just as impossible to force fresh air into a room already full of foul air, unless the latter can escape. For two reasons the place of exit should be near the floor: 1st, the most impure air is at the floor; 2d, if it be allowed to escape at or near the ceiling, the heat will also escape, and you can not heat the room in a proper manner. Have you ever noticed the old-fashioned registers in the ceiling or near to it? Of course you have in public halls and even churches. It is probable that you have also noted the pains that all good janitors take to *keep those registers carefully closed*. The story is told of a good sexton who was exhibiting the beauties of a new church, that when asked for the arrangements for ventilation, he triumphantly pointed to a large register in the centre of the ceiling. When asked if this was kept open at all seasons of the year, he replied that it was. A closer examination revealed the fact that the register existed only in the fresco-painting of the ceiling.

Openings near the ceiling are excellent for one purpose. When the room is

too hot, they serve an excellent purpose in cooling it. For the purpose of ventilation they are useless, because all the heat will escape, and it will be impossible to heat the room while the flues are open. When provision is made for the escape of foul air near the floor, it is well to have the outlets in different parts of the room. Unpleasant currents are thus avoided.

Finally, if the waste heat from the stove or furnace can be used to heat the flue into which the impure air discharges, the ventilation will be much more perfect. It should always be remembered that flues do not of themselves produce currents. These are always caused by a change of temperature. This is beautifully illustrated in building a common fire on a cold morning. When it is first started, the draft is slight; but when the chimney becomes heated, the stove or fire 'roars'. We may, in a future article, give some methods of securing the proper ventilation and heating of school-rooms.

*Decatur, Nov. 1, 1869.*

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## CARE OF PLANTS IN THE SCHOOL-ROOM.

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BY B. R. CUTTER.

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Avoid overpotting or using too large pots for your plants. Many persons think that the larger the pot the better; but a pot might better be too small than too large. Use pots that will contain the roots without too much compression. Repot when the roots begin to turn dark and become thickly matted against the side of the pot.

Water every day just enough to keep all the earth in the pots moist, but not wet or sodden. Sprinkle the foliage at least every morning with a watering-pot, sponge, or syringe. If this does not keep the leaves clean, wash them with a soft cloth or sponge. It produces just exactly the same effect on plants that it does on children.

I find that plants do the best when the pots are placed in a box about six inches deep and bedded in clean sand. The space between the pots may be covered with some of the pretty mosses from the woods or swamps.

Place your plants where they can have the sun early in the day. Windows facing the east or south are, of course, the best; but in summer plants do very well in the west windows, while some kinds do well in north windows.

Turn the pots often enough to promote a symmetrical growth by presenting all sides to the light, and also to prevent the roots from taking hold through the bottom of the pot.

Watch very closely for insects. They are very easily disposed of by fumigation with tobacco,—using stems, which here cost nothing, or cheap smoking-tobacco, which costs but little any where. Place the plants under a box and burn some moistened tobacco in a coal-hod or any thing secure from fire, being very careful not to make too hot a fire, or you will scorch your plants: in short, adopt any plan by which you can confine a very dense tobacco-smoke around your plants for fifteen or twenty minutes every week, and you will not be troubled with insects.

At this season of the year look out for frosts. Place your plants *every* night where they will be sure to be safe. It may be warm to-day and very cold to-night. So do not trust them a single night, if you would keep them through the season.

If you are so unfortunate as to have your plants frozen, water them immediately with cold water (not cold enough to freeze): wet them all over and keep them in a cool place out of the sun for several hours, then trim off dead leaves and stalks, and put them in their place again, taking care of them as before, and perhaps you may save the most of them. Do not despair, but give them a trial.

The plants in my school-room were frozen stiff this last October, and I pursued the above course, and the fuchsias, geraniums, salvia, calla, etc., are now doing well as before. The salvia is in flower now, and the geraniums are showing flower-buds.

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## PRIMARY INSTRUCTION — WHAT SHOULD BE ITS AIM ?

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BY G. W. BATCHELDER,

County Superintendent of Schools, Hancock County.

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THE American educator who is truly in love with his calling, who in his profession studies cause and effect, whose mind grasps the probabilities and possibilities of America's educational future, finds it necessary at times to take a retrospective glance at the work which has been done, and by the errors of the past, as well as its successes, shape the labors of the future.

In this position stands, or should stand, every County Superintendent of Schools: he more especially, as coming in contact with and shaping the schools of the country — as an examiner of and licensing teachers and giving instruction in methods of teaching.

We need not go very far back to discover a want of proper, systematic, natural primary instruction: this is seen and felt by all, and by none more than the conscientious school officer. Misdirected primary instruction, its real wants and merits not being comprehended, has been the means of defeating the fond hopes of parents, guardians, and teachers. The wandering eyes, listlessness, inattention, careless answers, want of interest in study, truancy and mischief on the part of pupils, both children and adults, are strong proofs.

The noble aspiration of all true Americans is that each individual shall have at least the rudiments of an English education. To accomplish this a vast amount of money and energy is annually expended. But the rudiments of any science lose their value in inverse ratio to the quality and quantity of that which is taught.

The building which is placed on an imperfect foundation, though it may never actually fall, looks as if it would presently do so. It is unsightly, ill adapted for use or occupation, and comparatively worthless, when in fact the faulty part of the foundation is but a small fraction of the whole. Thus it is



with many of us as we contemplate the educational structure within ourselves, and remember the immense cost with which we have supplied a part of those things which were lacking at or near the beginning. Can we supply all? One is lacking in the sounds of the vowels; another is troubled with his multiplication-table; another is never certain when capital letters should be used or omitted; another is vexed about punctuation, or the expression of the possessive case; another does not really know whether sixteen drams or sixteen grains make an ounce avoirdupois; another is lacking in the graces of politeness, and so on: little things, it is true; and yet a little time then, a few words in the right place, would have saved a great amount of halting in after life.

Primary instruction should include something more than a hasty passing-over of text-books: it should enter into all the minute particulars of each branch of study, and also take hold of the many niceties of speech, refinement and culture not treated of in books. It should make the foundation of all future educational training broad and deep, regardless of what calling may be pursued in after life. More than this: it should include every thing which tends to civilize and enlighten mankind.

A few quotations from a writer in *Macmillan's Magazine*, although written as a special plea for the study of Physical Sciences, will perhaps better illustrate this branch of the subject. He says, "no child should leave school without possessing a grasp of the general character of science, and without having been disciplined, more or less, in the methods of all sciences; so that, when turned into the world to make his own way, he shall be prepared to face scientific discussions and scientific problems, not by knowing at once the conditions of every problem or by being able at once to solve it, but by being familiar with the general current of scientific thought, and being able to apply the methods of science in the proper way, when he has acquainted himself with the conditions of the special problem."

And again,

"If any one who has had experience of the ways of young children will call to mind their questions," he will have the true key to all primary instruction. "The child asks 'What is the moon, and why does it shine?' 'What is this water, and where does it run?' 'What is the wind?' 'What makes the waves in the sea?' 'Where does this animal live, and what is the use of that plant?' And, if not snubbed and stunted by being told not to ask foolish questions, there is no limit to the intellectual craving of a young child, nor any bound to the slow but solid accretion of knowledge and development of the thinking faculty in this way. To all such questions answers which are necessarily incomplete, though true as far as they go, may be given by any teacher whose ideas represent real knowledge, and not mere book-learning; and a panoramic view of nature, accompanied by a strong infusion of the scientific habit of mind, may thus be placed within the reach of every child of nine or ten.

"After this preliminary opening of the eyes to the great spectacle of the daily progress of nature, as the reasoning faculties of the child grow, and he becomes familiar with the use of the tools of knowledge—reading, writing, and elementary mathematics,—he should pass on to what is in the more strict sense Physical Science."

"One is constantly asked, When should scientific education be commenced? I should say, with the dawn of intelligence. As I have already said, a child seeks for information about matters of physical science as soon as it begins to talk. The first teaching it wants is an object-lesson of one sort or another;

and as soon as it is fit for systematic instruction of any kind, it is fit for a modicum of science.

"People talk of the difficulty of teaching young children such matters, and in the same breath insist upon their learning their catechism, which contains propositions far harder to comprehend than any thing in the educational course I have proposed. Again, I am incessantly told that we who advocate the introduction of science into schools make no allowance for the stupidity of the average boy or girl; but it is my belief that stupidity, in nine cases out of ten, is developed by a long process of parental and pedagogic repression of the natural intellectual appetites, accompanied by a persistent attempt to create artificial ones for food which is not only tasteless, but essentially indigestible."

It seems strange that when the mind is young, when it is craving food and is so willing to be instructed in the proper manner, there should be found so many unwilling or unprepared to meet its wants. It must be insisted upon as an axiom of instruction that, if that which is for the well-being of the child and man, in the shape of education, is presented in the like attractive form with that which is wrong, it will be grasped and retained just as readily.

The great error in primary instruction is that too much is attempted by force and not enough by persuasion and example; the child is too often cramped in the school-room and required to perform certain tasks under a penalty for non-performance; the text-book is the world to him, and he is continually pointed to it as the only source from whence his learning must come. To walk a half-mile, with the express understanding that the distance is one hundred and sixty rods, the eyes open to all the surrounding scenery, under the guidance of a judicious instructor, is far better than the naked statement that one hundred and sixty rods are equal to a half-mile, though repeated a hundred times. But it is neither necessary nor judicious to ignore the principle of force in primary instruction: the child must be compelled to do some things, but compulsion belongs much more to the necessary training requisite to supply the actual wants of the body than those of the mind.

Another error, found in cities and towns—and the country is not exempt,—is the highly-artificial styles of dress and living to which the young are subjected, together with a want of regular employment. Primary instruction is carried on at the fireside by the yellow-covered current literature of the day, by listening to improper conversation, by extravagance in dress, and by the thousand frivolities of fashion, mingled, it may be, with much that is good; but the tendency is to imbecility.

The outgrowths of these errors tell fearfully upon a nation's true prosperity. And there seems to be no other way or means of remedy than through the channel of free schools presided over by competent officers and teachers.

There is much labor to be performed in order to place the early training of American youth upon a proper basis. Beginning first with the parents, the earnest school-officers and teachers, keeping steadily in view the good to be sought after, the grand idea of perfect men and women of coming generations, perfect in moral, physical and mental training, can accomplish much by earnest work in the lecture- and school-room, in the street and parlor.

It has been well said, by an eminent educator of our own state, "Let me select the teachers for my child up to the age of twelve years, and I care not who selects them thereafter." There is much truth in this. At that age most of those things which will govern through life have taken root, and only wait to blossom and bear fruit.

As in medicine, the great end to be accomplished is to assist nature in throwing off disease and in curing wounds and disorders, so in primary instruction, simply *assist nature*; strive to do away in the shortest possible time with all the blunting, dwarfing, enervating machinery used so much, and replace it with common-sense instruction.

The aim of all primary instruction should be to fix on the mind of the child correct habits of thought, study, and action. He should be taught to think to a purpose, and not build airy nothings; to study for the purpose of enlarging his sphere of usefulness, as well as to satisfy his own thirst for knowledge, and to act self-reliantly, openly, and honorably. But, above all, he should be taught the habit of systematic industry in all these: that labor is dignified, whether in the kitchen or parlor, on the farm or in the work-shop, as a merchant or in a profession. Habits fixed in early youth seldom yield, but continue through life and make it honorable or dishonorable.

It should aim to implant in the mind the great principles of correct moral action, that virtue and right may be clothed with an armor of mail capable of resisting all foes.

It should aim to cultivate physical structure and form, that it may have the beauty and symmetry intended by its Creator, and be capable of supporting that glorious casquet, the mind; of being in harmony with the intellect, and have strength to do and to bear whatever may fall to its share in the great battle of life; and finally, to place the intellectual faculties in a position of perfect harmony with all the others, with no specialties from taste or inclination, but prepared to build successfully upon a sure foundation.

The grand aim of primary instruction can be expressed no better than in the words of Dr. Bateman in his last report as Superintendent of Public Instruction for the State of Illinois. He says, "Tens of thousands are leaving the public schools every year, to return no more, with scarcely the elements of a good English education—with no adequate preparation at all for the actual duties and business of life—with not even the rudiments of knowledge clearly and securely gained. Especially is this true of our primary schools, beyond which the great mass of the youth in the rural districts do not go.

"Hence the paramount importance of making our elementary schools more efficient and practical—of organizing them upon sounder and better principles—of regarding them not as limited to a narrow and meagre routine of preparatory studies, whose value depends upon their connection with those that are to follow, but rather as enfolding the germs and principles of the entire course, as the initial stages of that comprehensive and symmetrical culture of the whole mind, of which the higher grades are but the further development and expansion; so that the primary school shall be complete in itself, and, if the pupils never advance further, that they may at least have the foundations, the beginnings, of true culture and progress."

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In Robert Recorde's 'Whetstone of Witte,' a treatise on algebra written about the year 1557, he says: "To avoid the tedious repetition of these words, is *equalle to*, I will sette, as I doe often in worke use, a pair of parallel lines of one lengthe, thus: = because no two things can be more *equalle*."

## CORRESPONDENCE.

PEORIA, Nov. 3, 1869.

HON. NEWTON BATEMAN, Sup't Public Instruction.

Dear Sir: By permission of the publisher of the Illinois Teacher, I place its pages at your disposal as a medium of official communication with the teachers and school-officers of the state.

S. H. WHITE.

SPRINGFIELD, Nov. 9, 1869.

S. H. WHITE, Ed. Ill. Teacher.

Dear Sir: I have had the honor to receive your note of the 3d inst., tendering me the pages of the Illinois Teacher as a channel of official communication with the teachers and school-officers of the state. I accept the offer with thanks, and so long as its late punctual monthly issue is maintained, I shall be glad to avail myself of its friendly aid as a prompt messenger between its readers and this department.

Going, as it does, to those who are personally engaged in public-school matters, either as teachers or school-officers, the official messages intrusted to it are sure to be conveyed to the very persons most concerned, and hence there is no other journal in the state so well suited to be the organ of the State School Department, and no other that can so effectually reinforce and assist the State Superintendent in his efforts to explain and carry out the provisions of the school-law, and promote the general interests of public education.

But you and I, as old teachers, know that the twin-curse of public schools is *tardiness* and *irregularity* of attendance. These are the first evils to be grappled with and removed by the efficient teacher, in attempting to lift a school from torpor and failure up to life and success. Equally ruinous must the same faults be in journalism. The daily morning paper is expected at the *breakfast-table*, not at luncheon, or in the middle of the afternoon; and a paper that (special emergencies excepted) does not regularly appear at that hour is not wanted at all, and is soon dropped for one that can and will, though perhaps of greatly inferior ability and value. So of the monthly periodical: no amount of talent and power on the part of editors and contributors can long hold it up against the mill-stone drag of chronic tardiness and irregularity of appearance. It is vain to say that this should not be so; that the leading articles are of permanent value, and a few days sooner or later ought to make no difference: it is enough for the present purpose to say that it is so, whether it *should* be or not, and that a few days, one way or the other, *do* make a vast deal of difference—precisely the difference, in the long run, between success and failure.

I speak as an unswerving friend of the Illinois Teacher, from its inception in the City of Peoria, in 1854, till now. In referring to its lamentable irregularity and lateness of appearance during the past two or three years, I have referred to almost its only fault. In point of editorial ability and faithfulness; of rich, varied and instructive articles and communications; of educational intelligence gathered from every quarter, and carefully winnowed and summarized; of impartial and trustworthy notices and reviews of current educational and other books and publications; of true journalistic decorum and dig-

nity, high-toned moral status, and advanced and liberal views on all the great living educational problems and questions of our times—in all of these respects, superadded to a faultless typography, and a general artistic finish and beauty in the mechanical department, in all which matters friend Nason, the publisher, has no superior in the West—the Illinois Teacher is worthy to represent and lead the 20,000 teachers of this great state, and to be the organ, advocate and champion of our beloved free-school system.

I will frankly say to you that my official communications to the Teacher have been intermitted, of late, with sincere regret, and *only* for the reason that the journal had ceased to be of practical value to this office as a medium of conference with those I wished to reach, on account of the utter uncertainty when it would be issued from the office of publication. I was simply forced to forego the use of its friendly pages because I could not rely upon its punctuality. If all concerned could reckon with confidence upon the prompt appearance of the Teacher *on or before the first day* of each month, it would be of invaluable assistance to me in many ways, and there could hardly be a month in the year when I should not be glad to publish in its pages the latest information, advice, decisions, etc., official, judicial and otherwise, in respect to common-school matters. Let this confidence be well established, and the constant, and at times overwhelming, volume of official correspondence would be materially lessened, because great numbers, who would otherwise write directly to the office for information, would wait to see if the subject were treated of in the next number of the Teacher, and, if it were a matter of general interest, they would not often be disappointed. Then, too, many special queries would be replied to through the Teacher in stead of by letter, and thus many, in stead of one only, would have the benefit of what might be said and suggested.

Gladly accepting your assurances that henceforth the Teacher will be uniformly prompt in its appearance, I again thankfully accept the kind tender of its pages for official use, and hereby give notice to all teachers, school-officers and others interested, that, beginning with the next (December) number, they may expect an official communication from this department, in relation to the school-law, or to some practical matter connected with the school-system, or to the general interests of education in the state, in every subsequent number of the Teacher, so long as it continues to be issued with reasonable punctuality. And as the journal which was the first in the state to uplift the banner of free schools, and which has been their strong and unswerving advocate and friend ever since, seems now about to enter upon a new career of usefulness, under the most favorable auspices, I again commend it, most sincerely and heartily, to all who are in any way engaged or concerned in the work of education and common schools in Illinois. The Teacher is eminently worthy your confidence and support: subscribe for it, read it, write for it. Let us, with united effort, extricate it from all its embarrassments, quadruple its subscription-list, place it upon a firm foundation, and make it the best and strongest educational journal in the West.

I would especially invite to it the attention of the large number who have just been called to the very responsible duties of the County Superintendency. There is no other publication in the state which will aid you so much in the right understanding and intelligent performance of your official duties.

Under the 43d section of the general school-law, every board of school-directors in the state is authorized to order one or more copies of the Teacher, and to pay for the same out of the surplus or special tax funds of the district;



and I would recommend and advise that it be done. There should be at least one copy in every school-district in the state. At the end of each year let the twelve numbers be bound, and the volume placed in the district library: in no other way could the little sum of \$1.50 be so usefully expended. While directors can not too carefully guard the school-fund, it is the especial object of the library clause of the section referred to to encourage the purchase, to a reasonable and prudent extent, of really good and useful books and periodicals, particularly such as are designed to promote the interests of common schools, as is the case with the Illinois Teacher, which has nothing whatever to do with the plans and schemes of any sect or party, in church or state, but is consecrated exclusively to the advancement of the one great cause of education and common schools.

Very truly yours,

NEWTON BATEMAN, Supt. Public Instruction.

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## OFFICIAL DEPARTMENT.

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### AN ACT TO AMEND THE SCHOOL-LAW.

[Approved March 30, 1869.]

The first section of this law is as follows:

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly, That the election of trustees of schools shall be on the second Monday of April annually: Provided, That in counties under township organization, the election of trustees in each and every township whose boundaries coincide and are identical with those of the town as established under the township organization laws, shall be on the day of the stated annual town-meeting. The annual election of school directors shall be on the first Monday of April.*

The grounds and reasons of the changes made by this section are the following:

1. To lessen the number of elections. This it does so far as the *trustees* are concerned, by providing that, in certain cases, they shall be elected at the same time that town officers are elected. This only applies, of course, to counties under township organization, of which there are sixty-five in the state. If, in each of these counties, all of the towns as established under the township organization laws were identical, or conterminous, in boundary with the congressional or school townships, the reduction in the number of elections for trustees would, of course, be just equal to the whole number of congressional townships in said counties—being more than two-thirds of all the townships in the state. But, as is well known, a very large number of towns have boundaries entirely different from the congressional township lines, and in all such cases the election of town officers and of school trustees can not be held at the same time and place, because, the congressional township being cut into two or more parts by the town lines, the voting for school trustees would need to be done in as many different places, which would be impracticable.

The whole number of towns in the 65 counties under township organization

is 1,095: of which 596 come under the provisions of this section, being identical in boundaries with the school townships; while 498 have different boundaries, and therefore do not fall under said provisions.

In the following counties *all* of the towns are conterminous, or identical in boundary, with the congressional townships, viz., Boone, DeKalb, Mercer, Stark, Warren; while in the following *none* of the towns have the same boundaries, as the school townships, viz., Crawford, Cumberland, Douglas, Jasper, Lawrence, Putnam. In each of the other 54 counties under township organization, *some* of the towns are identical in boundary with the congressional townships, while others are different.

The act provides that in all towns whose boundaries coincide with those of the school townships, respectively, the trustees shall be elected 'on the day of the stated annual town-meeting'. At first view there seemed a reasonable doubt whether this clause should be understood as merely requiring that school trustees, in the towns specified, should be elected on the day of town-meeting, though at different polls and under separate election-boards; or at the same polls, time, place and manner as other town officers are elected. A careful examination, however, has satisfied me that the *latter* is the proper construction. In each of the townships, therefore, embraced in the *proviso* to this section, there will be no separate poll or voting-place for school trustees, but said trustees will be voted for at the stated town election, in the same manner as other town officers are elected, and the judges will make returns of the election of said trustees to the County Superintendent of Schools, for his information, in accordance with the 30th section of the general School-Law. As these provisions apply to 597 townships, it will be seen that the amendment materially lessens the number of elections under the school-law, and it is well known that this was one of the special objects of the proviso to this section.

In brief, then, in all counties not under township organization, and in all the townships of counties under township organization whose boundaries are different from those of the towns, the election of school trustees will be on the second Monday of April, annually; while in the 597 townships whose boundaries coincide with those of the towns the election of school trustees will be at the stated annual town-meeting.

2. Another reason for the change of time of electing directors and trustees, which had weight with the legislature, was that the early spring would, it was thought, be more convenient for the voters in the state at large than August and October. Be this as it may, a large number of petitions requesting the change were received by members of the General Assembly and by myself, and it seemed to be the general impression that the public convenience would, upon the whole, be subserved by fixing the time of these elections in the early spring.

The fact is, our state is of such great extent from north to south, stretching over more than six degrees of latitude, that no general election-day for school-officers can possibly be designated which will be equally convenient for all. There is a difference of at least four weeks in the seasons between Rockford and Cairo; so that, while the first Monday of April finds the farmers of Southern Illinois too busy in their fields, as they allege, to attend school-elections, in the north the frost is then scarcely out of the ground, and the time fixed by this amendment is there found to be very convenient. Perhaps, upon the whole, the present arrangement will accommodate as large a proportion of the people as any that could be selected, and it is certainly desirable that no

further change be made in a matter that so much affects the people of the whole state. Even if some better time could be designated, the evils of frequent change of election-day more than balance the benefits.

3. Another, and much the most important, object sought to be obtained by the change in the time of electing directors was to prevent the evils incident to a change in the board just as the fall term of school was about to begin, or when arrangements for it should be made.

Two difficulties, each quite serious, were encountered under the old law: on the one hand, the retiring directors were often unwilling to forestall the action of their successors in the engagement of teachers for the fall term, and so, when the new board came in, all the best teachers were employed, and it was not unfrequently impossible to obtain any at all until after the time when the school should have commenced; while, on the other hand, directors whose terms were about to expire would some times make needless haste to engage teachers for the ensuing year merely that they *might* forestall their successors.

The joint effect of these two causes was often very seriously detrimental to the schools, resulting some times in a failure to maintain a six months' school, owing to the lateness of beginning, and at others in the necessity of employing teachers of inferior qualifications, and not seldom in *both* of those evils. By the amendment, fixing the election of directors in the middle of the school year, these evils are wholly avoided.

Having briefly adverted to the *objects* contemplated in this section of the amendatory act, I come to notice its proper interpretation and construction; and the first inquiry is: "What is the effect of this section upon the trustees and directors who were in office at the time it became the law?"

It is held that the effect is to shorten their terms of office, to an extent equal to the difference between the new and old dates of election. Under the old law directors were elected on the first Monday of August; by the new law they are elected on the first Monday of April. The time between those two dates is just four months, and the effect is to deduct that length of time from the official term of all directors in office on the 30th day of March, 1869, when the new law went into operation.

To state the case more particularly: If there had been no change, the term of *one* member of a given board of directors would have expired the first Monday of *August*, 1869; *by* the change, the term of *that* director expired the first Monday of *April*, 1869. Again, if there had been no change, the term of *another* member of said board would have expired the first Monday of *August*, 1870; *by* the change the term of *that* director *will* expire the first Monday of *April*, 1870. Lastly, if there had been no change, the term of the third member of said board would have expired the first Monday of *August*, 1871; *by* the change, the term of *that* director *will* expire the first Monday of *April*, 1871. In like manner, in the case of township trustees: the term of the trustee who *would have* held till *October*, 1869, expired in *April*, 1869; and the terms of the trustees who would have held till *October*, 1870 and 1871, respectively, will expire in *April*, 1870 and 1871, respectively.

In objection to this view, the opinion has been advanced that it is not competent for the General Assembly to shorten, by legislation, the tenure of these school-officers, they having been already elected for the full term of three years.

The objection is founded upon a misapprehension. The powers of the legislature over the tenure of officers are limited only by the Constitution of the state. It can not change any term of office which is established and defined

by the Constitution, but there is no other restriction upon its authority in the premises. All officers and terms of office created by legislation may be modified and controlled by legislation. The legislature created and established every office connected with the whole common-school system, from the highest to the lowest, and prescribed the length of the official term of every school-officer connected with the whole system, and its jurisdiction over the whole is ample and complete, clear and unquestionable. It may lessen the official term of any school-officer, without exception, or abolish his office altogether, at its discretion. These principles are well established in 23 Ill., 547, and in many other decisions of our Supreme Court.

It follows that elections for trustees and directors should have been held throughout the state in April last. But suppose elections were not then held, how stands the case? Precisely as it stood under the old law when no elections were held on the regular days in August and October—that is, the proper officers (See School-Law, Sections 25 and 42) should order elections to be held on some subsequent Monday, giving the legal ten days' notice.

If, for instance, no election for directors was held on the first Monday of last April, notices should immediately have been posted, calling an election to be held as soon as the required ten days' warning could be given; and if no election has yet been held, the duty to order one, as aforesaid, remains. And all that has been said concerning the election of directors, under the new law, applies to the election of trustees: they should have been elected in April, 1869; and if not, then as soon as practicable thereafter.

A careful reading of the 25th and 42d sections of the general act [all the provisions of which are still in force excepting the mere change of time] will show how plain and emphatic is the intention to secure an election, every year, in each school-district and township of the state. It was the aim of the legislature to render the long-continued incumbency of the school-officers as nearly impossible as legislation could make it; hence, in the case of default in the election of directors, first the Township Treasurer, and then the County Superintendent, has jurisdiction, and should order an election. But if, nevertheless, no election is held, the old directors, or trustees, as the case may be, continue in office of course; for it is especially provided that they shall serve for three years, or *until their successors are elected*. The idea that a school director or trustee ceases to be such, *ipso facto*, upon the expiration of his term, can not be entertained for a moment; it would leave hundreds of districts and townships without a quorum for business every year. Unless they resign or remove, they remain legal officers, with full powers, until successors can be elected. In case no election for directors should be held before next spring, two directors must then be chosen—one for *two years*, in place of the director whose term expired last spring; and the other for the full three years' term, in place of the director whose term, under the old law, would have expired in August, 1870; and the same course must be pursued in respect to the election of trustees.

The second section of this act is as follows:

§ 2. Teachers of public schools are hereby authorized to make out their schedules monthly, and upon the presentation of said schedules, duly certified by the directors, it shall be the duty of the township treasurers to pay the same, out of any funds in their hands belonging to the respective districts from which said schedules are returned.

So much of this section as relates to teachers is permissive, not mandatory: they are not required to return their schedules every month, but they may do

so, if they see fit. But so much of the section as pertains to directors and treasurers is peremptory: if schedules are made out and returned to the directors, they must receive them, examine them, certify them if correct, receipt for them, and deliver them to the proper township treasurers, who must pay the amounts certified to be due, if there are any funds in their hands belonging to the districts from which the schedules are returned.

By the term 'monthly' even calendar months should be understood. That is, if a school begins the 10th of October, for instance, the schedule for the remainder of that month should be made out at its close, or else included in the schedule for the following month of November, and not be carried from the 10th of October to the 10th of November. In other words, schedules returned under this amendment should end with some month, and not in the middle, or any where between the termini, of a month. This, however, is merely advisory. From a given date in a month to the same date in the following month would, of course, satisfy the law in relation to 'monthly' schedules. But it is recommended, as better and more business-like, for teachers to go by the even months, so far as may be, should they avail themselves of the privileges of this section.

An important question arising under this section is in respect to *interest*. Do monthly schedules, duly certified by the directors, and filed with the township treasurer, draw interest if not paid on presentation?

It is held that this question should be answered in the *affirmative*. This opinion is founded, in part, upon the following considerations: By the 54th section of the general law, "Teachers' schedules are declared payable on the first Mondays of April and October of each year; and for any portion of the amount certified in said schedules, by the directors, to be due and remaining unpaid after the first Mondays in said April and October, respectively, teachers shall be entitled to interest at the rate of ten per cent. per annum, until paid." And such unpaid balances due teachers are further declared to be *preferred* claims, to be paid out of the first moneys coming into the hands of the treasurer to the credit of the district owing the money. Again: By the section of the amendatory act now under review, teachers are authorized to make out their schedules *monthly*, in stead of semi-annually only, as heretofore, and township treasurers are required to pay the same on presentation. Again: By the 6th section of this amendatory act, all conflicting provisions of other acts are repealed. Hence, inasmuch as the 54th section of the general law establishes the principle that schedules due and unpaid shall be entitled to interest, while the 2d section of the amendatory act declares that schedules shall be returnable and payable monthly, it would seem to follow that all the consequences of default of payment attach in the latter case the same as in the former. In other words, since, under Sec. 54 of the general law, schedules were expressly made payable semi-annually, while under Sec. 2 of the new law they are made payable monthly (should the teacher choose to return schedules), it seems reasonable to conclude that all the conditions in respect to interest, which attach to default under the old law attach also to a like default under the new. Further: the claim to interest from the first Mondays of April and October, under Sec. 54, on all balances then due and unpaid, is absolute and unconditional; because it is the duty of directors to see that there are funds on hand, and because their power to levy taxes and provide the means of prompt payment is ample—fully commensurate with their obligations in the premises, so that no district need be subjected to the additional burdens of interest



and will not be if the directors perform their duty. Again: the liability to pay interest to teachers was imposed, in Sec. 54, in part at least, as a *motive* to care and punctuality in providing funds sufficient for all indebtedness as it matured, and as a sort of penalty for default in so doing.

Now, the same principle clearly applies to monthly schedules. Directors have full power, and it is made their imperative duty, to see that funds are on hand to pay all monthly schedules that may be returned; and if they neglect or refuse, it can not be doubted that said schedules do and should draw interest at the rate of ten per cent. per annum from date of presentation and demand for payment, until paid. In this view the Attorney-General of the state also concurs. In reply to an official communication addressed to him, submitting the foregoing construction of this section of the new law, he says: "My opinion is that teachers are entitled to interest at ten per cent. on each and every monthly payment, as per schedule; but teachers, to save all question, would do well to demand the amount due them."

As already stated, it is optional with teachers either to make out their schedules monthly, or semi-annually as heretofore. They may, of course, waive their rights under this section, or they may contract to be paid in April and October, as formerly; in which cases, or either of them, all the provisions of the 54th section of the general act in respect to the return of schedules, and to interest upon unpaid balances, etc., remain in full force and effect.

[To be continued.]

NEWTON BATEMAN, Supt. Pub. Instruction.

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## EDITORIAL DEPARTMENT.

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RESIGNATION OF PROF. BAKER AS EDITOR.—The pressure of other duties compels me to withdraw from the editorial management of the Teacher. For three years I have tried—with how poor a measure of success no one has a more thorough conviction than myself,—in conjunction with able and esteemed associates, to furnish the subscribers of the journal with articles of interest and value, and to keep the Teachers' Organ of our great state abreast of its contemporaries. No one knows the difficulties of the Editor's position previous to experience, and the impossibility of meeting one's own ideal. It is easy to criticise, hard to avoid giving grounds for it.

Leaving, as I do, the editorial duties to the able hands of my associate, I would bespeak for him the aid and sympathy of teachers. The editor can not manufacture news items: as a teacher, he can not visit the various schools, and he must, therefore, depend upon the teachers themselves for items of interest. Neither is it to be expected nor desired that he should write all, or even any considerable number, of the articles published. Teachers who have experience must give the results of that experience; those who feel an interest in the Educational work must arouse others, and thus the pages of the Teacher must be filled by the teachers themselves.

Feeling grateful for the good measure of such assistance that has been afforded, I bespeak a yet greater measure for my successor.

The Educational Journals of our land are yearly taking a higher and more advanced position. Illinois must not be left behind. The Teacher is one of the oldest educational publications in our country, and has ever been one of the best: let it not be suffered to fall from this position.

WM. M. BAKER.

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The above announcement will be received with sincere regret by the friends of the Teacher. Since Mr. Baker has taken chief control of this journal, the success of its management is shown by the increase of its circulation, and by the many words of approval received from prominent teachers and educators of our own and other states. By the censorship of the press, also, the Teacher is considered one of the first of the journals of its kind. To his ability as a writer and his energy as an editor must be accredited the full measure of this success.

Realizing, as we do, to its fullest extent, the truth of the above, it is with great hesitancy that we assume the duties and responsibilities laid aside by the chief editor. We have had an insight into the labor of the position, and while assuming the charge with wavering confidence, pledge our best time and energies consistent with school duties.

It is only by the actual support of teachers that this journal can furnish the aid in the great work which all desire from such a source, and wield an influence corresponding to the educational power of so great a state. We hope the words of the retiring editor on this point will receive the most careful consideration. With the earnest, active support of a great body of able teachers, it should be no difficult task to sustain a paper which *all* shall read with profit, and feel, in doing so, that it is indispensable to the work of education. Such coöperation we invite from all.

For the essential aid the Teacher has received from its able contributors and correspondents we return our personal thanks, and hope they will allow us to promise our readers a continuance of it. With such seconding we hope to maintain the present high standard of the Teacher. Every opportunity will be embraced to increase its usefulness.

S. H. WHITE.

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**NEXT MEETING OF STATE ASSOCIATION.**—Through the promptness of the Executive Committee, we are enabled to present to the readers of the Teacher the full programme of the next meeting of the Association. Considering the dilemma in which the committee were placed by the late change of location, they are entitled the thanks of all concerned. The programme is full, and can be carried out only by promptness in its observance. Though it contains, with a single exception, exercises from Illinois teachers only, we can safely assure our readers that the exercises will not be one whit inferior to those which have drawn largely from abroad. The change of location will be more favorable for attendance. Let there be a large gathering.

**PERCENTAGE OF ATTENDANCE.**—The suggestions offered by H.'s article on this question are important and pertinent. While the general adoption of uniform rules on the subject is quite impossible so long as each board of education is a separate legislative body, it is desirable that there should be radical reform in the practices followed in some of our schools. It is a fact apparent to an ordinary observer that in some instances the object for which schools are established—the mental and moral culture of the children—is, in a great degree, subverted by an inordinate attention to a secondary object. Whenever the subject of attendance is allowed to so thoroughly absorb the attention of teachers and pupils as to become the chief object of thought, then, in stead of being only a means to secure a noble purpose, it is the grand end itself, and the school ceases, to some extent, to be a place of instruction and becomes the parade-ground for morning roll-call. Promptness is a desirable attainment; but whenever it is secured by means of questionable honesty on the teacher's part, as well as unjust to individual pupils and corrupting to good morals, the remedy is worse than the disease. What less than dishonesty can it be considered for a teacher to dismiss a pupil immediately after roll-call and report him present for the half-day? Such a disposition would in trade take seven cents for six and one-fourth or even a fraction less. By common consent, a fraction of the lowest money-unit equal to one-half or more is counted a whole. So in school: the half-day is the unit of attendance; and not until a pupil is present half of that time should his attendance be recorded, and then he should be marked *tardy* or *absent*, as the case may be. As the recess comes near the middle of the half-day, it is some times taken as the point of division. Again, what less than injustice is it to a pupil to take his time from his school-work and send him to search for an absentee? The scholar is sent to school for instruction, and not to suffer loss by the delinquencies of his associates. It some times happens that the time thus spent is greater than that saved by securing the attendance of an absentee, so that, in stead of a gain, there is an actual diminution of the time of real instruction in the school. Of course, where the teacher indulges in practices of questionable honesty and rectitude, his example will bias the inclinations of his pupils to similar practices.

**VOLUME OF TRANSACTIONS.**—At last the volume ordered by the State Teachers' Association at its last meeting is ready for distribution. It is a pamphlet of 168 pages of the style of the editorial pages of the Teacher. Its contents are—a historical sketch of the Association and of previous educational organizations in the state; the proceedings of the meeting in Peoria, with the addresses delivered and papers read before it; and brief biographical sketches of many of the ex-Presidents, with steel-plate engravings of three of them—Hovey, Wells, and Edwards. The historical sketch is the result of much careful labor, and is by far the most complete history of education in the state yet prepared. Much pains was taken in its preparation to make it perfectly reliable. The papers presented at the last meeting numbered some of the ablest ever read before the Association, and are worthy the study of every teacher in the state. The educational journals of other states have paid those of them which have appeared in the Teacher the high compliment of making from them liberal extracts for their own pages. The collection of the biographical sketches has been the chief cause of delay in the appearance of the volume. It is regretted that others could not have been prepared in season to be included.

Inasmuch as the cost will considerably exceed the price named by the Asso-

ciation, the committee have thought best to fix the price of extra copies at \$1.00, which will barely cover the expense of publication and postage. It will be remembered that none but *paying* members are entitled to copies *free*. In order that all entitled may be sure to receive their numbers, the committee will send to none about whose post-office address they are in doubt before the 10th of the present month. Unless they are advised of a change, they will then send to the address upon the records of the Association. It is suggested that those members receiving copies assist in making up the deficit in the treasury by refunding postage on their copies.

S. H. WHITE, for the Committee.

DEFERRED ARTICLES.—We have on hand articles from several of our ablest contributors, which are unavoidably crowded out till the next number. Among them are one on 'Errors in Teaching', by Rev. Robt. Allyn; 'Philosophy of Teaching', by J. H. Blodgett; 'School Records', by D. S. Morrison; 'Common Sense in Teaching', by I. S. Baker; an 'Object Lesson', by Miss Wallace; an article on 'Zoölogy', by Prof. Beal; and the first of a series of familiar criticisms on schools, school-teachers, school-houses, etc., by Sup't E. L. Wells. These, with other articles promised, will make the first number of the new volume one of great interest to all. While the necessity of this delay is deeply regretted, its existence is a gratifying fact as evidence of the increased interest in the work felt by the live teachers and educators of the state. Our friends will please receive many thanks for their favors.

THE TEACHER THE ORGAN OF THE STATE DEPARTMENT.—The advantages which will arise to all interested in the cause of common schools throughout the state by the Teacher's again becoming the official organ of the State Department of Education will be readily seen by all. We desire to call the special attention of school-officers to the opinion of the State Superintendent that they are authorized to subscribe for the Teacher for the use of the district board, paying therefor from school-funds in their hands. The official decisions there given will be a guide to action in discharge of their duties, and will, in many cases, save much trouble and vexatious delay in correspondence.

LAKE COUNTY.—To the Waukegan Gazette we are indebted for a full account of the Fall Institute in Lake county, and condense our report from it. The Institute met October 4th, for a three-weeks session, with the purpose of making it more fully a brief normal school than can be secured in a meeting of a few days. Superintendent Carr was very successful in securing a good attendance and an active interest. The session was so long that the schools of the City of Waukegan could only be dismissed for a part of it; but the teachers, both of the public schools there and of the Academy, rendered valuable help. Jas. H. Blodgett, of Rockford, conducted most of the exercises in the second week. In the second and in the closing week the teachers of Waukegan brought classes before the Institute to illustrate methods of instruction in various branches, with great profit to those gathered. Leslie Lewis, of the Chicago Schools, formerly of the Waukegan Academy, was with the teachers part of the closing week. Lectures were delivered by Rev. C. R. Wilkins, of Waukegan; Jas. H. Blodgett, of Rockford; Henry S. Pratt, of the Waukegan Academy; and the concluding lecture by E. O. Haven, LL.D., of Evanston. Ninety-one members were in attendance, and the Gazette speaks in high terms of its impression in the county and of the indorsement thus afforded to Sup't Carr's efforts.

**STARK COUNTY.**—Commencing Oct. 27th, the teachers of Stark county held a very profitable institute at Toulon,—Mr. Wm. Nowlan presiding. The exercises were conducted by Prof. Standish, of Galesburg; Prof. Hurd, of Aurora; and Mr. Doolittle, of Princeton; assisted by Mr. Nowlan, and Misses Taylor, White, and Ridle. In point of variety, interest, and practicality, they were of more than usual excellence. An evening lecture was delivered by Prof. Standish. The County Superintendent reported receipts for school purposes during the year \$40,122.25, and expenditures \$30,813. Highest wages to male teacher per month, \$100; lowest, \$26. Highest wages paid to female teachers per month, \$52; lowest, \$20. Number of scholars in the county, 3,497. Total attendance, 233,335 days. W. C. Dewey was chosen President for the next year.

**KEWANEE.**—The Public-School Messenger, published by the School Board of this town, under the direction of W. H. Russell, Principal of the Public Schools, is a neatly-printed, well-filled monthly sheet, devoted to the interests of the schools of Kewanee and Wethersfield. It contains items of interest to the children, and must be of valuable service in the school-work.

**PRINCETON HIGH SCHOOL** reports 188 pupils for October; percentage of attendance, 98; of punctuality, 99.

**SHELBYVILLE.**—Superintendent Hobbs is doing a splendid work in grading the schools of Shelbyville. Scattered and illy-adapted buildings and poor appurtenances are not insurmountable obstacles. The town has an enrollment of about 400 pupils, where, with proper accommodations, there would be 600. It will almost always be found that good schools are crowded, while with poor ones there is an abundance of room.

**PERSONAL.**—W. A. Jones, Superintendent of Schools in Aurora, has been elected President of the Indiana State Normal School at Terre Haute, and has accepted the position. This promotion is a deserved tribute to one of the ablest and most successful educators in our state. Mr. Jones has been among us for several years, quietly devoting himself to the study of the philosophy of education and embodying his views in practical shape. As a result, the system of schools over which he presides is acknowledged one of the best models, especially for Primary Instruction, there is in the state. Mr. Jones has risen to his position by no special attempts to seek a reputation. His labors have been the forerunners of his fame. While we regret the loss of Mr. Jones to our own number, we take pride in the compliment shown to our state. If he is to leave Illinois, we would rather have him go to Indiana, where he will be a next neighbor.

## LECTURES ON BOTANY AND ZOÖLOGY.

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THESE will be well illustrated by charts, specimens, compound microscope, and off-hand blackboard sketches. He was for two years a pupil of Professors Agassiz and Gray, of Harvard College, and has since been a successful teacher and lecturer in the East, and more recently in the University and some of the best seminaries of Chicago, Illinois. He is now ready to make engagements to give courses of lectures during the coming autumn and winter. For testimonials and references, and further particulars,

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# Programme of Exercises

FOR THE

SIXTEENTH ANNUAL MEETING

OF THE

## Ill. State Teachers' Association.

TO BE HELD IN

TURN - HALL, OTTAWA, ILL.,

DECEMBER, 28, 29 AND 30, 1869.

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### TUESDAY, Dec. 28th.

- 10.00 A.M., Opening Exercises. 10.30, President's Address: GEO. HOWLAND, Principal Chicago High School. General Business, appointing committees, etc.
- 2.00 P.M., Music: Prof. GEO. F. ROOT,\* Chicago. 2.15, *Amendments of the School-Law*: Hon. NEWTON BATEMAN, State Superintendent of Public Instruction. 3.15, Discussion of above: J. F. EBERHART, Chicago; A. ETHRIDGE, Princeton; and others. 4.00, Music. 4.15, General Business.
- Evening.*—7.00, Music. 7.20, Lecture—*Importance of History to American Citizens, and Methods of Study*: Rev. T. M. POST, D.D., St. Louis.

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### WEDNESDAY, Dec. 29th.

The Association will meet in sections Wednesday forenoon: the places of meeting will be announced on Tuesday.

#### PRIMARY-SCHOOL SECTION.

*Chairman*—E. C. DELANO, Chicago.

- 9.00 A.M., Opening Exercises. 9.15, *Course of Study for Primary School*: S. H. WHITE, Peoria Normal School. 9.40, *Methods of Teaching Primary Reading, with Practical Lesson*: Miss LUCIA KINGSLEY, Normal. 10.15, *Second and Third Reader Lessons*: Mrs. E. F. YOUNG, Chicago Normal School. 10.50, *Animal Lesson*: Miss R. E. WALLACE, Aurora. 11.25, *Philosophy of Primary Teaching*: Miss A. G. PADDOCK, Cook County Normal. 11.40, Discussion of the above.

#### INTERMEDIATE-SCHOOL SECTION.

*Chairman*—A. GOVE, Principal Normal Public Schools.

- 9.00 Opening Exercises. 9.15, *Course of Study for Intermediate School*: J. H. BLODGETT, Rockford. 9.50, Discussion of the above. 10.25,

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\*Prof. ROOT will conduct the Music during the Association.

*Thoroughness of Preparation in the Lower Grades of Study*: Miss LIZZIE A. PRATT, Bloomington. 10.45, *The Elements of English Grammar, and Methods of Teaching it*: W. B. POWELL, Peru. 11.20, *Elementary Geography, with a Globe Lesson*: E. C. HEWETT, Normal.

#### HIGH-SCHOOL SECTION.

Chairman—F. M. TYLER, Lockport.

9.00 A.M., Opening Exercises. 9.15, *Course of Study for High School*: W. M. BAKER, Champaign. 10.00, Discussion of the above: E. A. GASTMAN, Decatur; B. P. MARSH, Bloomington. 10.35, *To what extent should a pupil have a Choice of Studies in the High School?* J. B. ROBERTS, Galesburg. 11.20, Discussion of the above.

#### GENERAL MEETING.

1.30 P.M., Music. 1.45, Business. 2.00, Report of the Chairman of each Section. 2.30, *Incentives to Study,—Uses and Abuses of the Record System*: H. L. BOLTWOOD, Princeton. 3.00, Report of special Committee on *Length of School Sessions*: Dr. J. M. GREGORY, Chairman. 3.50, Music. 4.00, Discussion of the subject-matter of the above report.  
*Evening*.—7.00, Music. 7.10, Essay—*Compensation of Lady Teachers*: Miss ELIZA J. READ, Aurora. 7.30, Lecture—*The Classics in our Schools,—their Importance, etc.*: Dr. JOHN P. GULLIVER, Pres't Knox College, Galesburg.

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#### THURSDAY, Dec. 30th.

9.00 A.M., Opening Exercises. 9.15, Music. 9.30, Business. 10.00, *What should be done with a class of boys under 15 years of age who are corrupt and criminal in their practices? Should they be expelled from the public schools?* Rev. FRED. C. WINES, Springfield. 10.50, Discussion of the above: GEO. W. PERKINS, Joliet; J. L. PICKARD, Chicago; A. M. BROOKS, Chicago; A. M. Gow, Indiana. The committee desire that all in attendance should be prepared to give statistics and take part in the discussion of the above questions.  
1.30 P.M., Music. 1.45, Business. 2.00, Reports of Committees. 2.20, Lecture—*The Education needed by the American People*: Pres't RICHARD EDWARDS, Normal University. 3.10, Music. 3.20, Election of Officers, etc. 4.00, General Business.  
*Evening*.—7.00, Music. 7.20, Lecture: Dr. JOSEPH HAVEN, Chicago. Closing Business.

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**RAILROAD ARRANGEMENTS.**—The Chicago, Burlington and Quincy Railroad will return *free* all who pass over their line in going to Ottawa. The Chicago, Alton and St. Louis; Chicago and Northwestern; Illinois Central; Chicago, Rock Island and Pacific; Toledo, Peoria and Warsaw, and the Indianapolis and St. Louis Railroads, will return members for *one-fifth* fare. The officers of several other roads have been written to, but no answers have yet been received.

**ENTERTAINMENT.**—The Hotels of Ottawa will reduce their usual rates, and the citizens expect to provide free entertainment in private families for ladies, and for all gentlemen who do not prefer to go to a hotel. The Clifton House will charge \$2 a day; the Park House, Ottawa House, and Galloway House, \$1.50 each.

**HEADQUARTERS** of the Reception Committee, at the High-School building. Committee of Reception will be at the Depot on the arrival of trains Monday evening and Tuesday.

S. M. ETTER,  
D. S. WENTWORTH, } *Executive Committee.*  
W. A. JONES,

# THE ILLINOIS TEACHER.---VOLUME XVI.

## PROSPECTUS FOR 1870.

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S. H. WHITE, PRINCIPAL PEORIA NORMAL SCHOOL, EDITOR.

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N. C. NASON, Publisher, Peoria, Illinois.

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WITH the next number the ILLINOIS TEACHER will enter upon its Sixteenth Volume. It is now one of the four oldest educational journals in the country. Its record for the past is known. As in the past, so in the future, its motto will be *Progress*. It will aim to be an efficient aid in advancing the real interests of education. Its pages will contain contributions upon the vital educational questions of the day, theoretical and practical, from many of the ablest teachers and educators of the state. For the purpose of securing variety and ability to the articles of future numbers, more complete arrangements have been made than ever before. Every department of educational labor will be represented.

Among the writers for the coming volume are the following persons, who have promised to write from two to four articles each for specified numbers: E. O. HAVEN, President Northwestern University; RICHARD EDWARDS, President State Normal University; ROBERT ALLYN, President McKendree College; and W. A. JONES, President Indiana State Normal School; Professors HEWETT, and METCALF, of Normal University, and BEAL, of Chicago; Superintendents SHURTLEFF, of Blue Island; GASTMAN, of Decatur; ETTER, of Bloomington; POWELL, of Peru; and SLADE, of Belleville; Principals SABIN, HANFORD, CUTTER, and BAKER, of Chicago; HALL, of Aurora; and Miss GRACE BIBB, of the Springfield High School. In addition to the above specific engagements, Prof. BOISE, of Chicago University; Sup't E. L. WELLS, of Ogle Co.; J. H. BLODGETT, of Rockford, and others whose writings are familiar to the readers of the TEACHER, have promised occasional articles. With so much already secured, we think that our readers will feel assured of the great excellence of the next volume. The resumption of official communications by the Superintendent of Public Instruction will make the TEACHER of indispensable service to all officers who have occasion to apply the law. By decision of the Superintendent, such officers are authorized to become subscribers, paying for the journal from school-moneys in their hands, the numbers being preserved for reference.

In its editorial department the TEACHER will contain candid expressions of opinion upon the educational questions of the day, with valuable practical suggestions as to the methods of instruction and school management. It will contain, as heretofore, a quite complete summary of educational news, both from our own and other states. In this department the TEACHER is considered the best journal of its class. In order that it may continue first, teachers, especially in our own state, are requested to send brief items of news from their neighborhoods.

In the review of books frankness of opinion will be observed in speaking of the merits or demerits of any publication sent for notice.

In its whole management the effort will be made to make the TEACHER an essential aid to all engaged in educational work. That it may the more completely accomplish this end, teachers and others are cordially invited to write for it. Short *pointed* articles upon any question pertaining to the work will always be welcome. Its friends are also requested to work for it. Subscribe for it. Urge others to subscribe for it. Its good influence will be proportionate to its circulation, and the size of its subscription-list must, to a great extent, determine its excellence as a representative journal.

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## PUBLISHER'S ANNOUNCEMENTS.

The publisher takes pleasure in announcing that during the coming year the entire editorial management of the TEACHER will be in the hands of Mr. S. H. WHITE, who for six years has shared the editorship with others. To his ability, sound judgment, and practical knowledge of the needs of teachers, is due much of the value of the volumes with which he has been connected. It is but just to say that, though nominally second, he has really been sole editor of the TEACHER during the last half of the year now closing.

Each monthly issue of the TEACHER will contain not less than thirty-two octavo pages, exclusive of advertisements. It will be printed from new type throughout, and the size of the printed page will be somewhat larger than heretofore. Every number will be promptly mailed on or before the first of the month for which it bears date.

Single subscription, \$1.50 a year. Any person sending us the names of not less than five subscribers may remit for the same at the rate of \$1.25 each, and may add to the list, from time to time, at the same rate. Payments for subscriptions must in all cases be made in advance. Post-office orders or bank drafts are safer in the mail than money, and should be sent in preference where the amount is considerable and they can conveniently be obtained. All County School Superintendents are authorized and requested to act as agents for the TEACHER, and may remit for any number of subscriptions at the rate of \$1.25 each.

Articles for publication in the TEACHER, Books for notice, and all correspondence relating to the editorial management, should be addressed to the Editor. *All other Correspondence*, including whatever relates in any way to Subscriptions or Advertising, should be addressed to the *Publisher*.

To enable those who can not conveniently unite with others in forming clubs to obtain the best periodical literature at club rates, we will continue, as heretofore, to receive subscriptions, *from subscribers to the Teacher*, for any of the periodicals published by Messrs. Fields, Osgood & Co. (formerly Ticknor & Fields), at their lowest rates, viz:

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
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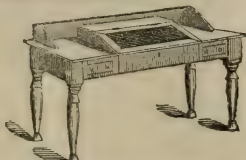
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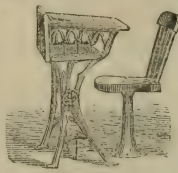
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